DOCUMENT RESUME

ED 331 741 SO 020 815

TITLE	U.S. Constitution: It Has Virginia Written All Over It. A Bicentennial Ideas Package for Elementary Schools.
INSTITUTION	Virginia Commission on the Bicentennial of the United States Constitution, Charlottesville.
PUB DATE	87
NOTE	162p.; For related documents, see SO 020 803 and SO 020 814.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Citizenship Education; *Constitutional History; *Constitutional Law; Democratic Values; Educational Resources; Elementary Education; *Instructional Materials; Learning Activities; *Social Studies; Teaching Methods; United States History
IDENTIFIERS	*Bicentennial; *United States Constitution; Virginia

ABSTRACT

Developed for elementary students, this compilation of diverse lesson plans, project ideas, and resources is designed to assist teachers in teaching about the United States Constitution. The document includes 10 sections: (1) A Model Bicentennial Program for Elementary Schools; (2) Patriotism Packet of Lesson Plans; (3) A Young Citizen's Guide to the United States Constitution; (4) Lessons and Materials from the National Conference of Christians and Jews--Elementary Grades; (5) Young Citizens of America Materials; (6) Storyviews; (7) Additional Resources for Teaching the Constitution in Elementary Schools; (8) A Bibliography for the Elementary Grades; (9) Artwork and Bulletin Board Ideas; and (10) Virginia Bicentennial Commission Resources. (DB)

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SO

U.S. CONSTITUTION

It has Virginia written all over it.

ED331741

A BICENTENNIAL IDEAS PACKAGE

FOR ELEMENTARY SCHOOLS

A Compilation of Lesson Plans, Project Ideas, and Resources for Teaching the Constitution

Published by the
Virginia Commission on the Bicentennial
of the United States Constitution

Center for Public Service
207 Minor Hall
Charlottesville, Virginia 22903
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SO 020 815

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INTRODUCTION

Many people think that the Bicentennial ended on September 17th, the day that the delegates in Philadelphia signed the Constitution. Yet from the perspective of the Virginia Bicentennial Commission, that date marks only the beginning of the bicentennial. The states had yet to ratify the document and it lacked a bill of rights. These are the important events that Americans will celebrate in the next few years and they present teachers with rich possibilities. We hope this booklet of bicentennial lesson plans and project ideas will help elementary school teachers take good advantage of this opportunity.

It has been nearly a year since the idea for this booklet was first conceived at the 1986 VCSS conference. Complaints of a lack of materials on the Constitution for the elementary levels initially sparked the idea. Since then, the Virginia Commission on the Bicentennial has sought, from a number of sources, materials that will be useful for elementary teachers during the bicentennial. In compiling these materials, however, the Commission believes that their usefulness will outlive the short timespan of this bicentennial period.

What follows are diverse lesson plans, project ideas, and resources for teaching the Constitution to elementary children. These materials have been gathered from the National Conference of Christians and Jews, the American Bar Association, and the booklet *A Young Citizen's Guide to the Constitution*. But our primary resource has been Mildred Loring, who, in addition to designing an exemplary bicentennial program for her elementary school, developed over ten lesson plans for teaching the Constitution and the Bill of Rights. We are grateful to Ms. Loring and Loretta Hannum of the Williamsburg County Schools for letting us reprint these project ideas and lesson plans in full.

The Virginia Commission on the Bicentennial has a variety of resources beyond what has been collected here. At the back of this booklet, you will find a listing of special items we have available. The Commission welcomes questions and requests, write to: Virginia Bicentennial Commission/Center for Public Service/207 Minor Hall/Charlottesville, Virginia 22903, of call us at (804) 924-3396.

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Section I: A Model Bicentennial Program for Elementary Schools

Last spring, Mildred Loring of Berkeley Elementary School in Williamsburg organized an exemplary program in her school to celebrate the Constitution. This summer, we asked Ms. Loring to write a description of the program and how she went about organizing it. The following pages outline her organization plan, showing the steps she followed and offering general suggestions. Also included are materials she used in designing her program.

The Virginia Commission on the Bicentennial gratefully acknowledges the hard work Mildred Loring has put into these materials. Our thanks go also to Loretta Hannum of the Williamsburg City Public Schools for letting us reprint these lesson plans here.

Celebrating

the

Bicentennial

of the

U . S. Constitution

How to Organize a
School Project

Mildred Loring
Chairman of the
Bicentennial Committee
Berkeley Elementary School
Williamsburg, Virginia

Prepared for the Virginia Commission on the
Bicentennial of the United States Constitution, 1987.

Nationhood and Patriotism

Children have already developed attitudes toward authority and toward rules, regulations and some laws before they come to school. They have lived in the family group and in play groups and have developed attitudes and skills related to group living long before they come to school.

Yet there is ample room for the schools to influence boys and girls as they develop as participants in various groups and become citizens . But the schools need to help children very early in their elementary school years if they are to affect behavior deeply. It has been indicated that the crucial years for the development of basic attitudes and skills are from five or six to thirteen or fourteen. After that period, changes can be made only with great skill and great depth. [1]

In the 1986 - 87 school year at Berkeley Elementary School in Williamsburg, Virginia, the principal, school personnel, students and parents joined together in the development and production of a week-long celebration in commemoration of the Bicentennial of the United States Constitution with the intent of stimulating an appreciation and understanding of our national heritage.

Presented here is the information, methods and materials we used to bring this project to fruition. To make this program a true success, however, you need more than a plan; you need a dedicated principal, an inspired staff and personnel, and committed students and parents.

Mildred Loring

Chairman of the
Bicentennial Committee

[1] Kenworthy, Leonard S., Social Studies for the Seventies , Xerox College Publishing, Lexington, MA, 1973, page 31.

A CHILDREN'S MODEL COMMEMORATING THE BICENTENNIAL OF THE UNITED STATES CONSTITUTION
APRIL 27 - MAY 1,1987

April 27th
9.15 a.m.

I. **Kickoff:** In-school TV - The principal dressed in colonial costume, having presented each student in the school with a personal pocket-size copy of the U.S. Constitution, asked students to **"sign on" to the Constitution.**

10.30 a.m.

II. **Awards Assembly:** Introductory remarks were given by Delegate George Grayson, Virginia Commissioner on the Bicentennial of the U.S. Constitution. Students who had excelled in the study of Virginia history and the Constitution received monetary awards, certificates, or book gifts presented by representatives of the Daughters of the American Revolution, the chairman of the Optimist Club Oratorical Contest, a 4-H leader, and the Constitution Celebration representative of a local business.

April 28th
11:30 a.m.

I. **Parents and Guests** were invited to enjoy an "All American Lunch" prepared by the cafeteria staff, then to visit "Independence Hall" [Media Center] for an exhibit and to interview historical figures portrayed by fifth grade students. Sixth graders held a "soapbox derby" on "Bill of Rights Road". Constitutional mobiles were displayed along "Constitution Avenue" and Virginia history posters on "Banneker Boulevard".

2:00 p.m.

II. **Living Legacy Ceremony**: A "Constitution Tree", contributed by a local garden club, was planted in the school courtyard as a living legacy . As students and guests observed this, "George Washington" made a surprise appearance extolling the planting of a tree and the celebration of the Constitution's 200th birthday. A program presented by fourth graders was enjoyed by all. A Tea followed.

April 29th
9:30 a.m.

I. **TOWN MEETING:** The SCA presented the student body, for their approval, a school constitution they had developed. Students marked their ballots and "ratified" this constitution, and then witnessed the official signing of the accepted document by the SCA officers.

7:30 p.m.

II. **MUSICAL**: "We Are All Part Of It: U. S. A. 1787-1840," an historical musical developed by Jean Lutterman, was presented by 400 fourth, fifth, and sixth grade students under the direction of a sixth grade teacher and the school music instructor before a large audience.

April 30th
9:30 a.m.

I. **MUSICAL**: The performance was repeated for the balance of the school's students, parents, and fifth graders from another school.

11:00 a.m.

II. **INDEPENDENCE HALL:** Students who had not done so perused the exhibit and interviewed the student historical figures.

May 1st
6:30 p.m.

I. **MELTING POT LUCK FAMILY PICNIC:** The PTA organized the social which was enjoyed by all.

7:30 p.m.

II. **FAMILY MUSICAL FESTIVAL:** The audience, led by students in the choir, sang patriotic songs. All were entertained with music by the band, folk dancing, and square dancing in which they were encouraged to participate.

8:00 p.m.

FINALE: An oratorical rendition of Martin Luther King's, "I Had A Dream" was presented by a sixth grader.

ORGANIZATIONAL PROCEDURE

CHAIRMAN :

1. Inspired at Conference

- after attending the 22nd Annual Conference of Social Studies for Educators in Virginia, K-12, " The Evolution of Liberty ", October 24-25, 1986 in Richmond, was inspired to promote a celebration of the Bicentennial of the U. S. Constitution in Williamsburg.

2. Presented proposal to principal

- since Berkeley school seemed the best place to start, presented this proposal to the principal for consideration.

3. Secured support from principal

- secured the approval and support of the school principal to develop plans for a schoolwide commemoration marking this historic event to be held as our spring festivity.

4. Secured commitments from each grade level

- attended a meeting with the principal to present a proposal to the team leaders for the school event and secure their approval and commitment to become Bicentennial committee members.

- asked team leaders to present the proposal to teachers on their team for approval and for each to sign a statement of commitment.

5. Secured cooperative effort for musical

- secured an agreement from the school music instructor to be the musical director in cooperation with a sixth grade staff member acting as stage director toward the presentation of a spring historical musical developed by Jean Lutterman, "We All Are A Part Of It - U. S. A. 1776 - 1840".

6. Enlisted aid for musical backdrop and hallway street signs

- enlisted the aid of the art and physical education teachers in designing and hanging a replica of the flag of the thirteen colonies as a backdrop for the musical, and providing historical street signs to be placed in the hallways.

7. Outlined a time frame

- outlined a time frame of activities from February 2nd through May 1st, which included a list of staff members and aides who volunteered to assist toward the April 27th - May 1st celebration.

8. Purchased pocket-size copies of the U.S. Constitution

- with contribution money, purchased pocket-size copies of the U.S. Constitution from the National Bicentennial Commission for distribution to each student and teacher in the school.

9. Organized a Bicentennial t-shirt sale

- organized the purchase, sale, and distribution of t-shirts after acquiring permission from the national Bicentennial Commission to use their logo.

10. Developed Bicentennial Alerts

- developed Bicentennial Alerts [notices] used sparingly to disseminate pertinent information rather than calling meetings; i.e. rehearsals, changes in scheduling, reminders, t-shirt sales update . . .

11. Met with teams

- met with teams periodically to keep abreast of accomplishments and assist where necessary.

12. Arranged for library display

- arranged with the media center specialist to have all books, film strips, videotapes, etc. dealing with the Constitution put on display, as well as student made historical games, posters, and prize winning mobiles.

13. Obtained volunteer judges for contests

- obtained volunteer judges for school contests : a member of the local Bicentennial Commission, DAR and JAC members, garden club members, a school supervisor, teachers from other schools, and a businessman.

14. Invited keynote speaker

- invited Delegate George Grayson, member of the Virginia Bicentennial Commission, to be the keynote speaker at the awards assembly, and invited representatives of various organizations to present their awards to the recipients.

Procedure

15. Arranged for an " All American Lunch "

- consulted with cafeteria manager who secured permission to provide a one-day " All American Lunch " [hot dogs, baked beans, cole slaw, and apple pie] for parents, guests, students and staff. Each class agreed to decorate one table in the cafeteria - red, white and blue motif, flowers, paper tablecloths with historical designs were prevalent. This festive decor led to a more formal behavior by all attending.

16. Arranged a tea for guests and a family picnic

- enlisted the aid of the PTA in holding a tea for parents and other guests following the fourth grade "Arbor Day" program, and organizing a family picnic to conclude the week long celebration.

17. Extended invitations

- extended invitations to dignitaries, school administrators, parents, organization members, and many others in the community to attend the week-long events at the school.

18. Presented certificates of appreciation

- presented certificates of appreciation to all school personnel who contributed their time and effort to this meaningful undertaking, and to each team leader for the team's use - a packet,**The Constitution Collection**, compliments of Eveready Battery Company, Inc. in cooperation with The Commission of the Bicentennial of the United States Constitution.

19. Sent letters of Appreciation

- sent letters of appreciation to those in the community who contributed funds, costumes, props, etc..

This is a sample "Bicentennial Alert." These were used to disseminate information among the participating teachers to confirm commitments, times, etc.

BICENTENNIAL ALERT
Time Frame of Activities
February 2 - May 1

Dates	Activity	GRADE	Commitment
			Media Center
April 13 - May 1			
	Exhibit Constitution Materials :		Media Specialist
	Books Film Strip Kits Videotapes Posters		
	Show Videotaped Spring Musical	4th,5th,6th	
	Display Projects : commemorative stamps historical : essays games murals posters mobiles crafts	4th,5th,6th	Grade Instructor
	Set Up Living History Booths For : George Washington Benjamin Franklin James Madison Alexander Hamilton Betsy Ross Patrick Henry	5th	Grade Instructor
	Set Tea Table in place		PTA

Sample invitation to parents

A BICENTENNIAL CELEBRATION
of the
UNITED STATES CONSTITUTION
April 27 - May 1, 1987

BERKELEY ELEMENTARY SCHOOL
PRESENTS

Fold

BICENTENNIAL CELEBRATION
SCHEDULE OF EVENTS

April 27	
9:15	Signing of Constitution by all students
10:30	Awards Assembly in Gymnasium
April 28	
11:30-1:00	All American Lunch in Cafeteria
1:00-2:00	Guests observe classes
2:00	Arbor Day Ceremony in Courtyard Tea in Media Center after Arbor Day Ceremony
April 29	
9:15	Presentation of SCA Constitution to all students in Gym
10:45	Classroom Balloting on SCA Constitution
2:30	Assembly in Gym for all students - Official Signing of SCA Constitution
7:30 p.m.	"We All Are A Part of It" Musical Production in Auditorium
April 30	
9:30	Musical presented for students in auditorium
May 1	
6:30-7:30	Melting Pot Luck Family Picnic in gymnasium
7:30-8:00	Family sing-a-long with choir, band, folk dance and square dancing

Berkeley Elementary School is celebrating the Bicentennial of the United States Constitution on Monday through Friday April 27 - May 1, 1987

We would be honored to have you join us for the events scheduled during the week.

Cordially,

Vincent F. Frillici
Berkeley Staff & Students

* *

Please return this to your child's class if you wish to participate in the All American Lunch. The cost will be $1.25 per adult.

Name_____

No. attending _____

12

ADDRESS BY THE SCHOOL PRINCIPAL

WE THE PEOPLE, are just three words that make our lives in the United States different from those anywhere in the world. These three words begin the Preamble of the United States Constitution, the law of the land.

What does it mean? In other countries that have written constitutions, the government tells the people of those countries what they're allowed to do. In our constitution, we the people tell the government what it can do, and it can do only those things listed in that document and no others. In America, we the people are in charge.

What does it mean to you? It is important to study the Preamble and our Constitution, to learn what rights and freedoms are yours as citizens of these United States. Freedom isn't free - but the price is right ! The price of citizenship includes the responsibilities of obeying the laws, getting a good education so you can keep informed about what's going on, and standing up for your country.

Making this promise to yourself as we celebrate its 200th birthday, I ask that each and every student " sign on " to the Constitution by placing your name, along with your teacher's and your classmates', onto the document, " **This is my Constitution**. I'm putting my name on the line. "

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

This Is My Constitution. I'm putting my name on the line.

Dear Parents :

As a culminating activity for the study of the history of our national government, fifth graders will design and produce a mobile using the theme, " The Making of the United States Constitution." This will become a special occasion when students can take pride in having their mobiles on display in the classroom, then in the hallway for all to see.

Though there are no specifications for the design, students' mobiles are to be a meaningful representation based on the above theme. Mobiles will be judged on theme, creativity, and originality. Two mobiles judged best from each of the social studies classes will be chosen as winners. Those selected will then compete before the fifth grade classes and invited judges by presenting an oral report about the theme represented in their mobiles. Prizes will be awarded to the best three selected by the judges. The first place winner will repeat the oral presentation at the Awards Assembly in commemoration of the 200th birthday of the U.S. Constitution.

Please encourage your child to follow the attached time-frame and put forth his/her best effort. We look forward to seeing you at the school during our Bicentennial Celebration. A personal invitation will be sent at that time.

Sincerely,

Fifth Grade Teachers

Name : _____

Date : _____

CONSTITUTION MOBILE TIME FRAME

MARCH 2 - Theme Selected

_____ / _____
Teacher Parent

March 16 - Content completed

_____ / _____
Teacher Parent

March 30 - Frame completed

_____ / _____
Teacher Parent

April 3 - Mobile completed

_____ / _____
Teacher Parent

April 6-10 Mobile displayed in classroom

_____
Teacher

April 13 - Mobiles judged [2 awards per class]

_____
Teacher

April 17 - Mobiles displayed in fifth grade hall

_____
Teacher

April 18-26 Spring Break

April 27 - Awards Assembly presentation by first place winner

_____
Teacher

GOOD LUCK !

CONSTITUTION MOBILE CONTEST JUDGING SHEET

Room No._____ 5th Grade

	5 POINTS Theme		5 POINTS Creativity		5 POINTS Art		Content -10 points Delivery-10 points ORAL PRESENTATION	
							Content	Delivery
		Pts.		Pts.		Pts.		
1.								
2.								
3.								
4.								
5.								
6.								
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25.								

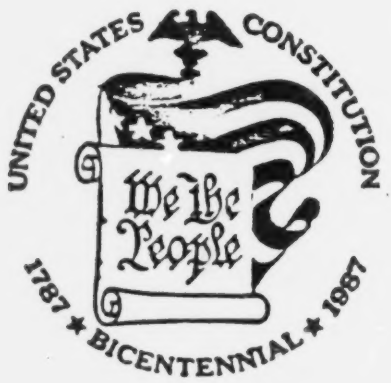
BICENTENNIAL T - SHIRTS

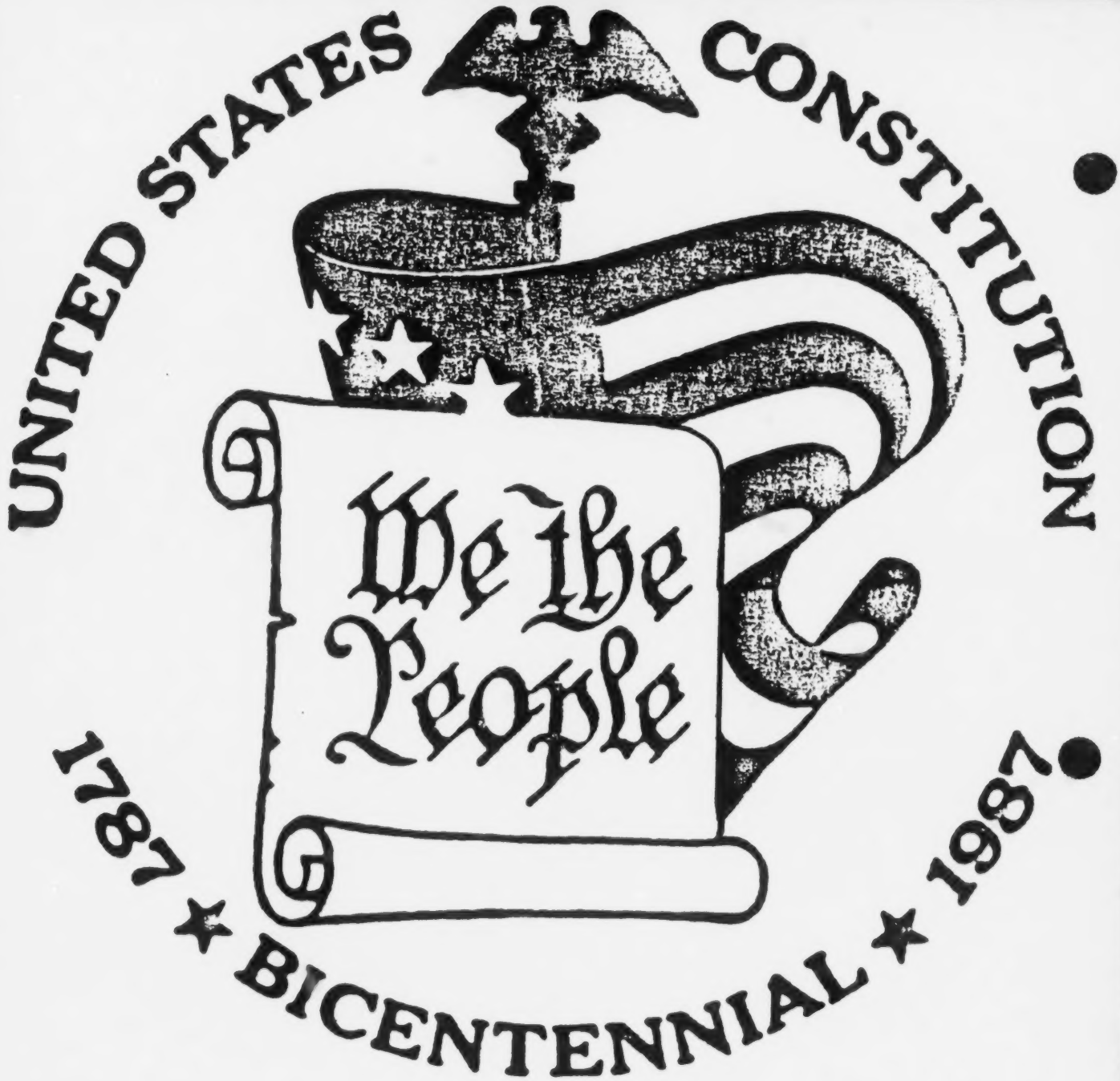
Berkeley personnel and students purchased Bicentennial t-shirts and wore them during the weeklong Bicentennial of the Constitution celebration at the school.

The chairman of the Bicentennial committee at the school arranged to have the Commission's logo imprinted on t-shirts ordered through a local dealer. Since this was a school project, it met with the approval of the Commission.

Prepaid orders were taken in advance by the classroom teachers. Each day all money collected by the teacher was placed in a large mailing envelope on the face of which was an order form for that class. This was turned in to the school secretary, who tallied and banked the money in a special account until the deadline was reached. A down-payment was made to the dealer when the order was placed and the balance paid upon delivery of the t-shirts.

This year, t-shirts of different sizes will be purchased in advance and orders will be filled as received. In this way, t-shirts can be worn on September 16, 1987 for " A Celebration of Citizenship " day in which the entire school system will be participating.





FOR SCHOOL USE ONLY

TEACHER : ROOM NO.

BICENTENNIAL T-SHIRT ORDER FORM $ each

	NAME	QUANTITY	SIZE (S)		TOTAL
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
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28.					
29.					
30.					

SIZE	THIS COLOR ONLY
MEDIUM	
LARGE	
EX. LARGE	

WE ALL ARE A PART OF IT - U.S.A. 1776 - 1840

Composer/ Author - Jean Lutterman

Getting Started :

1. Agreement - this was to be the school's Spring Musical.
2. Stage Director was chosen to coordinate efforts with Music Instructor.
3. Classes were chosen for each scene. Classroom instructors held auditions in class and double cast main characters.
4. Students practiced from their own seats in the classroom at first by reading their parts aloud, then studied together in pairs or groups.
5. Classroom students and choir students practiced songs with the music instructor at their usual scheduled time.
6. The instrumental music instructor worked with fife and drums.
7. Each class was responsible for its own costumes.

Rehearsals :

1. No stage rehearsals were held until near production time to eliminate " burn out."
2. Rehearsals began two weeks before production.
3. Eleven mini - rehearsals [two hours each] were held calling one class at a time to the auditorium from their respective classrooms. This kept confusion to a minimum.
4. The whole production was timed three days before presentation.
5. Full dress rehearsal before an audience of invited students was held two days before the presentation.
6. Final dress rehearsal was held the morning of the performance
7. The evening of the performance, students reported to their classrooms or assigned stations, remaining their until called to the stage to perform - then returned to the same place until called back for the finale. Classroom instructors supervised all through the rehearsals and the evening of the performance.

THE MUSIC PROGRAM - For a copy of Berkeley Elementary's actual program, write to the Virginia Bicentennial Commission.

WE ALL ARE A PART OF IT U . S . A. 1776 - 1840

Performance : Wednesday, April 29, 1987 7 : 30 p.m.
Performance : Thursday, April 30, 1987 9 : 30 a.m.

Wednesday, April 29th - Everyone participating in the production [staff and stuents] is asked to be in their assigned place by 7 : 10 p.m.

ASSIGNMENTS AND JOB DESCRIPTIONS :

Musical Directors -- Music Instructors
Stage Director -- Instructor
Lighting -- Instructor
Sound -- Media Specialist

All of the above will be in the auditorium during the production.

STUDENT GROUPS

Opening Scene	Classroom	Fifth Grade	Room 106
Scene I	Revolutionary War	Sixth Grade [Boys]	Rooms 101, 102
Scene II	Women of the U. S. A.	Sixth Grade [Girls]	Rooms 98, 99
Scene III	Pioneers	Fourth Grade	Room 113
		Special Ed.	Room 110
Scene IV	First Americans	Fourth Grade	Room 114
Scene V	Constitutional Convention	Fifth Grade	Room 105
Scene VI	Students from Choir		
Scene VII	European Immigrants :		
	DANCERS		
	Greek	Fourth Grade	Room 117
	Swedish	Fifth Grade	Room 104
	Polka	-	-
	African	Fifth Grade	Room 108
	VA Reel	Fourth Grade	Room 116

All staff members working with a group will be responsible for supervision in the classroom when not performing, lining up their group in specified order, getting the group to the auditorium when cued by a "runner" , taking the group back to their room, and returning them to the auditorium for the finale.

WE ALL ARE A PART OF IT U. S. A. 1776 - 1840

By Jean Lutterman

Rather than hold schoolwide auditions, each scene was given to volunteer classes, thereby cutting down on class disruptions. Understudies were cast for the main characters to fill in for absentees and perform in the second presentation. Those students within these classes who had no part to play became stage hands and helped with setting up the scenes, props, and costumes. High school student volunteers taught the Greek dance.

Stage Directions : Time : Approximately 50 minutes

Opening Scene : Classroom [about 28 students]
- Teacher at chalkboard
- 3 main characters
- Students in the classroom in chairs at desks

Scene I : Revolutionary War [all 6th grade boys - about 90, 1 girl]
- 12 boys on stage as wax figures
- 2 boys perform fife and drum solo
- 2 groups enter from rear of auditorium led by fife and drum players down side aisles to front of auditorium marching to " Riflemen of Bennington "
- 1 girl - solo enters from rear of stage
- exit to fife and drum selection

Scene II : Women of the U . S .A . [all 6th grade girls - about 90]
- 2 groups enter from rear of auditorium as
- 2 groups enter from rear of stage, both singing " Women of the U. S. A . "
- Abigail Adams - seated in auditorium
- All exit to music

Scene III : Pioneers [4th grade class - about 25]
- 2 pioneers on stage as wax figures
- 2 groups of pioneers enter to music from rear of auditorium go up onto front of stage and sing
- pantomime setting up camp - make circle around campfire

Scene IV : First Americans [4th grade class - about 29]

2 groups enter stage right and stage left to surround pioneers
come to front of stage for song, " We Are the First Americans "
2 groups of First Americans exit stage to rear of auditorium
to their music
2 groups of Pioneers exit stage to rear of auditorium to theirs

Scene V Constitutional Convention [5th grade class - about 25]

drum solo from behind stage
2 groups enter from rear of stage arguing
Federalists seated at tables / one side, Anti-Fed. / other
move to front of stage, face each other leaning forward and
back as they argue
exit to rear of auditorium in small groups shaking hands

Scene VI : Benjamin Banneker and Eli Whitney [choir members - about 70]

major characters chosen from choir members
other choir members for song
- workers enter right side of auditorium
- planters enter from left

Scene VII : Immigrants

4 dance groups - [about 55 : 4th, 5th, 6th graders]
dances : Polka, Greek, African, Virginia Reel
enter and exit at rear of stage
2 choir member groups - [about 70 : 4th, 5th, 6th graders]
enter from rear of auditorium , join dancers to sing
" The People Came From Everywhere "

Finale : Entire cast [4th, 5th, 6th graders - about 380]

all 4th graders enter stage right and stage left onto stage
all 5th graders enter side right and left doors - stand in front
of stage
all 6th graders enter right and left rear doors of auditorium
standing in aisles to sing : " We All Are A Part Of IT "
and " We Are The Kids Of The U . S . A . "
scattered students [6-8], each time chorus sings those words,
lift signs which read ," We Are The Kids Of The U . S . A . "

COSTUME NOTICE

All costumes must be ready for the dress rehersal on April 16, and April 17, 1987. They will be needed until Thursday, April 29, 1987.

Mrs. Boor's Fifth Grade: Regular school clothes
Neat and Clean

ALL SIXTH GRADE BOYS: Revolutionary Soldiers
Old, torn clothes...ragged
Bandages
Toy rifle

ALL SIXTH GRADE GIRLS: Women of the U.S.A.
Long skirts
White/pastel blouses
Aprons
Girls with long hair may wear it up.

Mr. LeVan's Fourth Grade: BOYS, jeans, plaid shirts
Pioneers Girls, plain, long dresses or skirts
bonnet, shawl

Mrs. Lewis' Fourth Grade: Indians, First Americans
Boys-- Jeans with no shirt

Girls -- Dress with fringe at bottom--sack cloth or open weave

Feathers in hair, Indian beads or shells

Mrs. Loring's Fifth Grade: Colonial Statesmen
Ruffled shirts, Knickers, jackets

Dancers

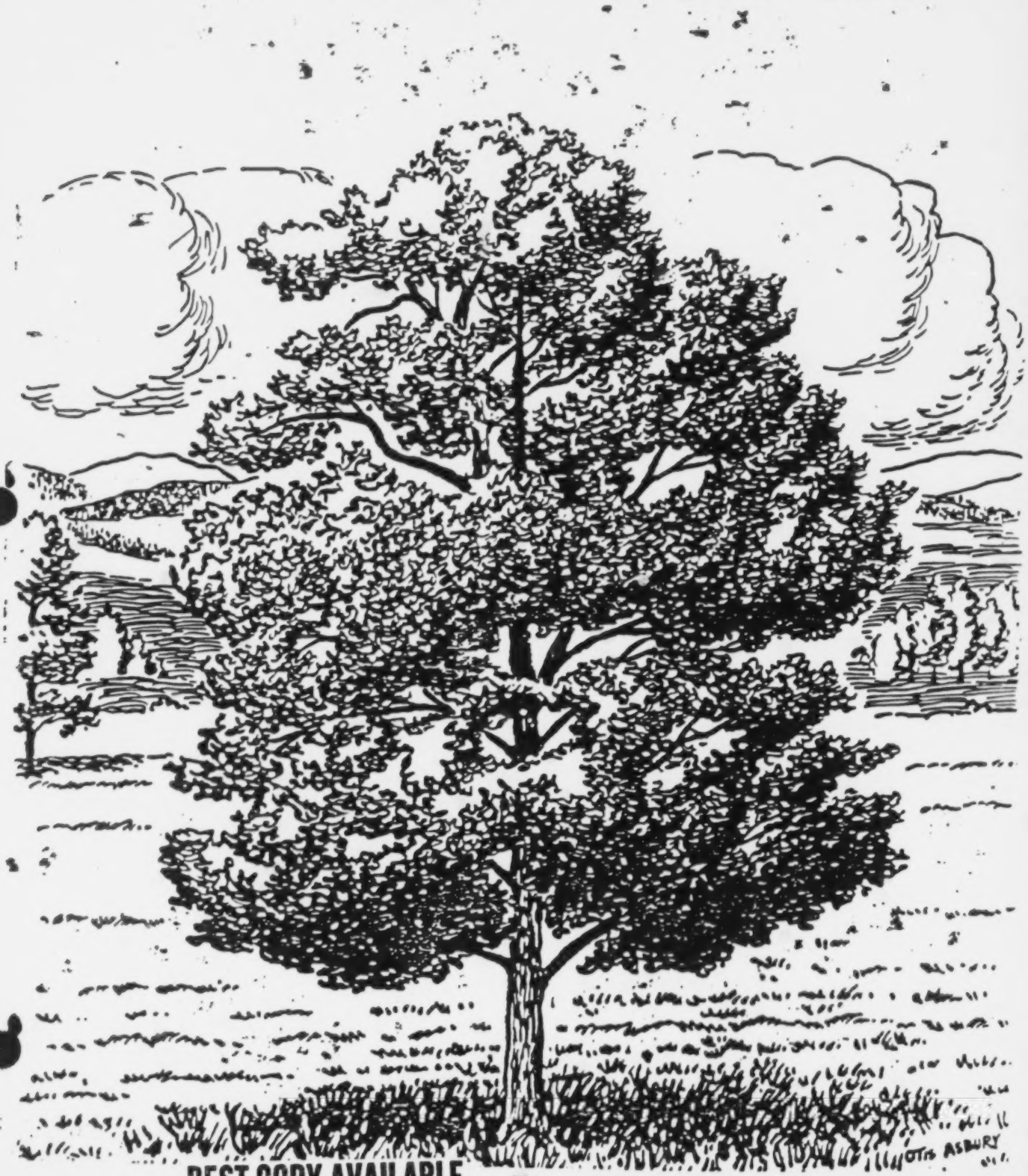
Greek: Navy blue or black skirt, white blouse, red sash--Girls

Navy or black pants, white shirt, red sash--Boys

Swedish: Plain skirt, white blouse, Knee socks: GIRLS
Short Pants, white shirt, Tube socks: BOYS
(Red vest to be provided by the school)

Polka: Plain skirt, white blouse, knee socks, suspenders: GIRLS
Short pants, white shirt, tube socks, suspenders: BOYS

LET'S OBSERVE ARBOR DAY



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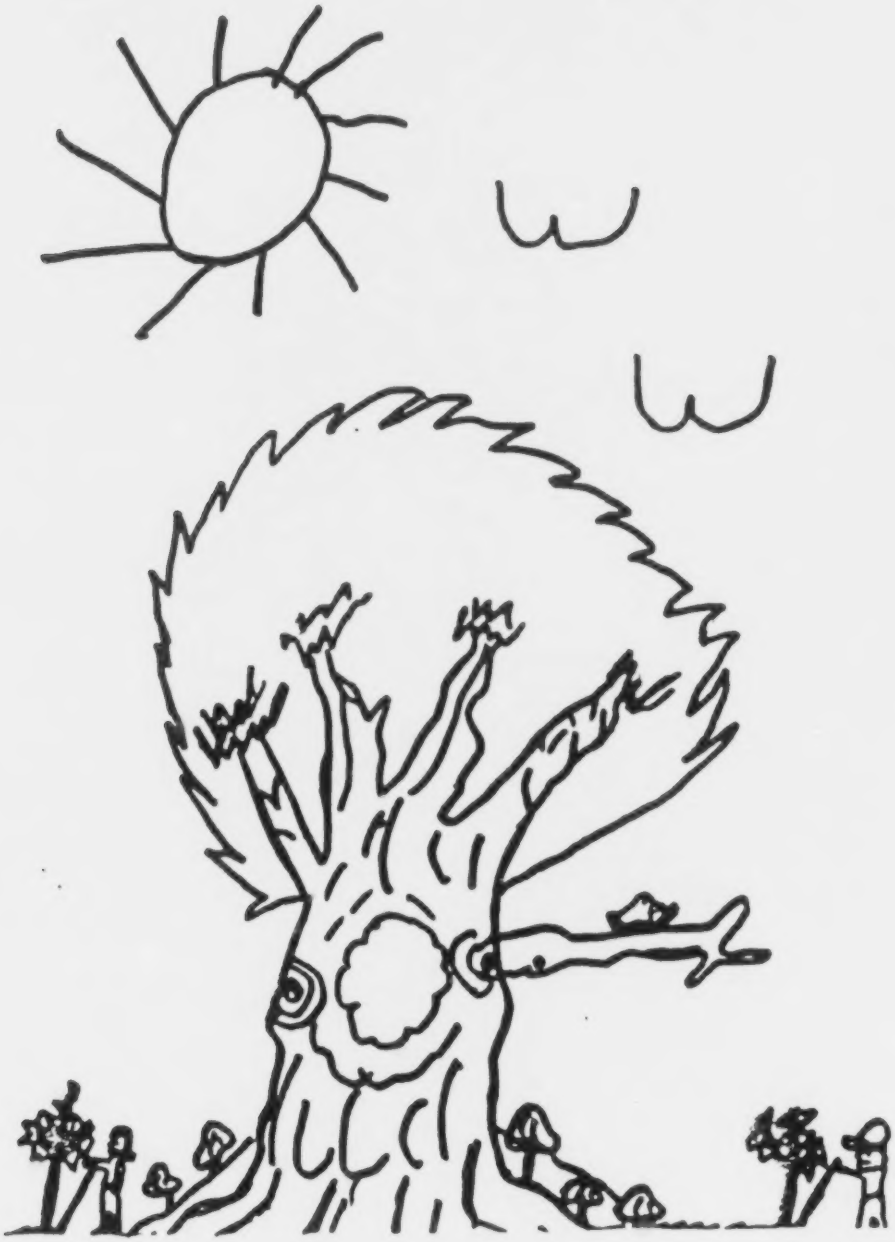
Arbor Day 1987

By Donnie Costigan



ARBOR DAY CELEBRATION

"America the Beautiful"...all classes

Welcome.....Mrs. James' class

Salute to the Flag.....Mrs. Stolarski's class

Invocation.....Mr. Turner's class

History of Arbor Day...Mrs. James' class

Poem, "What the Tree Teaches"
Mr. Turner and Mrs. Poynter's classes

Poem, "Dialogue of a Man and a Tree
Mrs. Macrini and Mrs. Stolarski's classes

Poem, "Trees of Fragrant Forest"
Mrs. James' class

Tree Planting Ceremony

Tree donated by Mrs. George Hickman
Indigo Park Garden Club

Dedication.....Mrs. Poynter's class

Planting of Tree.....All classes

Words of Appreciation

Mrs. Alice Cottingham, Arbor Day chairperson
Williamsburg Area Council of Garden Clubs

Benediction. poem....."Trees"
Mrs. Stolarski's class

Closing Remarks.....Mr. Frillici

PLANTING A LIVING LEGACY ON ARBOR DAY

Berkeley chose April 28th for its Arbor Day Ceremony at which time a **"Constitution Tree"**, presented by a community garden club, **was planted as a living legacy**. Fourth graders, under the direction of their instructors, presented an Arbor Day program. Everyone was surprised and delighted when " George Washington " made an appearance and remarked how good it was to know we were celebrating the 200th birthday of the United States Constitution and planting trees to replace those that had been " chopped down."

The program had been planned carefully with practice sessions, so that the affair would proceed smoothly starting and ending exactly on time. Alternate provisions were made for the program to be held in the courtyard or indoors in the event of inclement weather. Students not on the actual program were assigned responsibilities of importance, i.e. arranging chairs, greeting guests, making up program booklets, extending invitations and writing thank - you notes.
A check list of things to do, who was to do them, and when these should be completed was developed.

ARBOR DAY PROGRAM WORK GUIDE

After decision has been made to hold an Arbor Day observance, the following steps might be helpful in developing the program.

1. Have class/club/group discussion

2. Appoint/select program chairman

3. Obtain necessary permission/clearance

4. Decide type/length of program

5. Designate committees/assign responsibilities

6. Determine :
   - Where to hold the ceremony
   - What time to start and end
   - What the program is to include
   - Who is to sing, recite, talk, etc.
   - Who arranges for seats
   - Whom to invite : via letter, telephone, oral invitation
   - Who greets/seats/good-byes guests
   - Who prepares/distributes program sheets/booklets
   - Who prepares/sends " Thank-you " notes

7. Decide :
   - Where tree is most needed, most useful
   - What kind is best suited for this purpose
   - How large a tree to get; how many
   - Where to purchase; cost
   - Where/how to obtain funds
   - Who arranges for purchase
   - Who is to get or deliver tree; when
   - Where to get necessary planting tools; when

For a copy of the poems and songs used in Berkeley Elementary's Arbor Day program, write to the Virginia Bicentennial Commission.

CONSTITUTION OF BERKELEY ELEMENTARY SCHOOL

Representatives of the Student Council Association at Berkeley attended a Virginia S. C. A. District meeting, where they gleaned the idea of developing a school constitution.

Their report to the school's S.C.A. led to the formation of a constitution committee that wrote the first Berkeley school constitution including policy changes.

After gaining the principal's approval, a town meeting was called at which the student body listened to the reading of the proposed document.

Students held discussions in their classrooms, where questions were answered by the instructor who had a copy of the document.

S.C.A. Constitution Ballots were distributed to each class by an S.C.A. representative. After students voted on ratification, the ballots were delivered to the office by the instructor where they were tallied by S.C.A. representatives and their advisor.

After the student body approved by their votes ratification of the Berkeley Constitution, a second town meeting was called where the student body witnessed the signing of the school's first constitution by S.C.A. officers and representatives from each class.

S.C.A. CONSTITUTION BALLOT

VOTE ONE TIME ONLY :

YES _____

NO _____

For a copy of Berkeley Elementary's Constitution, write to the Virginia Bicentennial Commission

Section II: **Patriotism Packet of Lesson Plans**

In addition to organizing the Berkeley Elementary bicentennial celebration, Mildred Loring designed the following twelve lesson plans on the Constitution.

What's Your Opinion?	34
Fundamental Freedom	37
The Constitutional Convention	49
Bicentennial Oratorical Contest	52
Ratify? Yes!	53
Sign On to the Constitution	56
Design a Flag	58
The Pledge of Allegiance	64
Rights and Responsibilities of U.S. Constitution	66
Rules, Rules, Rules	82
Creating our Own Constitution	87
It is Written	91
Resources	93

PATRIOTISM PACKET

OF

LESSON PLANS

BY

Mildred Loring
Berkeley Elementary School
Williamsburg, Virginia

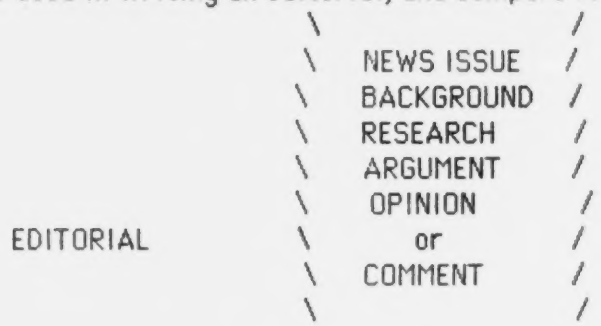
WHAT'S YOUR OPINION ?

Anticipatory Set : Ask the students to list their personal opinions about the value [pro or con] of TV commercials, then share this with a neighbor.

Statement of the Objective : After studying the editorial page of a number of newspapers and the structure used in writing an editorial, the student will write a letter to the editor of the school newspaper, [or school principal] expressing his/her own personal opinion about a current school issue.

Objective Analysis :

1. Define editorial.
2. Discuss format of editorial page, including local editorials, syndicated writers, letters to the editor, and editorial cartoons.
3. Discuss structure used in writing an editorial, and compare it with writing news.



[News deals with facts, and editorials with opinions or interpretations]

4. Have students define the following : fact, opinion, propaganda, commentary, bias, prejudice, slanted interpretation.

Teacher Input : The publisher of a newspaper is usually expected to present his/her own personal opinions or views in an editorial printed on a special editorial page of the newspaper. An editorial in a newspaper usually comments on current events and may criticize, or praise, or merely discuss the actions of some public official or group. In style, an editorial is much like an essay.

Readers who wish to respond to these editorials, or express their views on other current issues, write to the editor who may publish readers' views on the editorial page of the newspaper for others to see.

WHAT'S YOUR OPINION ?

Modeling : On a transparency or distributed xerox copies of a fifth grade student's letter to the editor, explain that this is an example of a student's published letter to the editor.

Check For Understanding : Using the fifth grade student's letter to the editor, have the students analyze it and label its parts or elements [news issue, background research, or arguments, opinion or comment]. Review their analyses with them.

Guided Practice/Activity :
Directions :

[Students may work in groups or individually]

1. Brainstorm with the students some situations in the school that they would like to see corrected.

2. Students are to choose one of the situations above and write an editorial, or a letter to the editor of the school newspaper [or one to be shared with the school principal] using the structure in writing editorials.

Check For Understanding : See if students understand what their task is, and if assigned to a group, with whom they will be working; completion time; and the audience for whom it will be published.

Closure : Invite the school principal to visit the classroom and address the situations presented by the students in their essays.

Berkeley Elementary School
1118 Ironbound Road
Williamsburg, Virginia 23185
March 17, 1987

Bill O'Donovan, Editor
Virginia Gazette
P.O. Box 419
Williamsburg, VA 23187

Dear Mr. O'Donovan :

I believe that nature has trees and flowers that are alive, and that water is very pretty. I also believe that nature should stay alive and pretty. If people keep polluting the waters and clearing down the trees and flowers to make more factories and restaurants, then nature will become nothing. I believe that nature should be respected and protected.

I hope that we will think of a way to change Virginia's law so that the communities will be able to slow down on their growth, and that the new growth commission can then make a plan for a better environment.

Sincerely,

A Fifth Grader

FUNDAMENTAL FREEDOM

Anticipatory Set : What does it mean to be free and independent? Are you? Why or why not? Have students turn to a neighbor and share their ideas about the answers to these questions.

Statement of Objective : The student will be able to explain and teach other students how the Declaration of Independence, the United States Constitution, and the Bill of Rights are each different from the other two.

Teacher Input : On June7, 1776, Richard Henry Lee of Virginia moved in the Continental Congress that " These United Colonies are, and of right ought to be, free and independent States." Thomas Jefferson was assigned the task of drafting a Declaration of Independence to tell the world exactly why the colonies were breaking away from Great Britain. After making some changes in Jefferson's presentation, the Continental Congress formally adopted the final draft on July 4th, 1776.

Five years later, after winning the American Revolution against Great Britain, the 13 original colonies established a government of states in 1781, calling their confederation, the United States of America. The government under the Articles of Confederation set up a federal system of government, which divides the power between the national government and the state governments. Under the Articles, states had a great deal of autonomy. The articles also had many weaknesses, and after much discussion, Congress asked the states to send delegates to a meeting in Philadelphia May 25, 1787 whose purpose was to change the Articles of Confederation so that the national government had more power.

Soon after the convention started, the delegates decided to do away with the Articles of Confederation and write a new constitution which gave more power to the national government. On September 17,1787, the Constitution was finished.

Most states had a bill of rights in their constitution which protected people's basic rights and freedoms. They refused to ratify the Constitution until the writers of the Constitution agreed to add one. When they did,state after state voted yes. After the states ratified the Constitution, Congress, in 1791 - as previously promised - added the first ten amendments to the Constitution called the Bill of Rights.

FUNDAMENTAL FREEDOM

Check For Understanding :

1. Why was the Declaration of Independence written ?
2. What did the colonies gain after winning the American Revolution ?
3. Why did the delegates at the Constitutional Convention decide to do away with the Articles of Confederation and write a new Constitution ?
4. What did some states ask to be added to the Constitution ? Why ?

Guided Practice/Activity :

Directions --

1. Given the necessary materials, the class is to be divided into small groups and assigned the completion of the DATA COLLECTION CHARTS.
2. Using information reported by each group, the teacher will place pertinent data on separate large charts headed : The Declaration of Independence, Constitution of the U.S., and The Bill of Rights.
3. Each student, using these separate charts, will explain to his/her initial group, how these documents differ from each other.
4. The class, divided into groups of three - each student in the group being assigned one of the above charted documents - will coach small groups of students from other classes desiring to know how these historic documents are each different from the other.

Check For Understanding :

1. See that students understand what their task is, with whom they will be working and what is expected of each student; completion time; reporting to class; reaching consensus on information to be charted about each document; explaining these documents to their initial groups; and peer coaching others.

Closure : Using a transparency on an overhead projector, the class will be asked to read aloud in unison this quotation from the Declaration of Independence :

We hold these truths to be self - evident : That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

Name _____

DATA COLLECTION CHART

I. THE DECLARATION OF INDEPENDENCE

What :

When / Where :

Why :

Name _____

DATA COLLECTION CHART

III. THE BILL OF RIGHTS

What :

When / Where :

Why :

42

Name _____

DATA COLLECTION CHART

II. CONSTITUTION OF THE UNITED STATES

What :

When / Where :

Why :

I. The American Declaration of Independence

What : The Continental Congress approved the Declaration of Independence telling the world exactly why the colonies were breaking away from Great Britain.

When / Where : July 4, 1776 / Independence Hall, Philadelphia

Why : Thomas Jefferson expressed two important ideas. One was that all people are created equal and have a right to life, liberty, and the pursuit of happiness. The second idea was that when a government fails to protect these rights, the people have a duty to change that government.

II. Constitution Of The United States

What : Congress, under the Articles of Confederation, agreed that all states should send representatives to a meeting called the Constitutional Convention to amend the Articles of Confederation. However, the fifty-five delegates decided on a new plan of government and wrote the document called the Constitution of the United States.

When / Where : September 17, 1787 / Independence Hall, Philadelphia

Why : The national government needed more power as the Articles of Confederation had these weaknesses :

1. It could not tax; it could only ask the states for contributions.
2. It could not organize a practical central money system; the country was swamped with worthless paper notes.
3. The government under the Articles could not promote the free flow of trade; each state was setting up walls against products from other states.
4. It lacked armed forces; it could ask the states for troops, but it could not raise them directly.
5. What little the government had power to do, it did clumsily; the departments of government were run by congressional committees.
6. The government could not make any individual do anything; it had no direct relationship to the citizens; it was not a union of people but a confederation of states.

III. The Bill of Rights

WHAT : Congress added the first ten amendments to the Constitution called the Bill of Rights, a list of freedoms and liberties, some of which are : freedom of religion, freedom of speech, freedom of the press, the right to a trial by jury, protection from unfair trials and unusual punishments, the right to bear arms for self-protection, search warrants are needed and those arrested must be told why. People have more rights than those listed in the Constitution.

When / Where : 1791 / New York City, the capitol of the country at that time

Why : Most state constitutions had a bill of rights, which is a list of freedoms and liberties Americans were eager to protect. Many states argued that without the addition of a bill of rights, they would not support the new Constitution. The writers of the Constitution agreed to add one.

From **The Declaration of Independence**

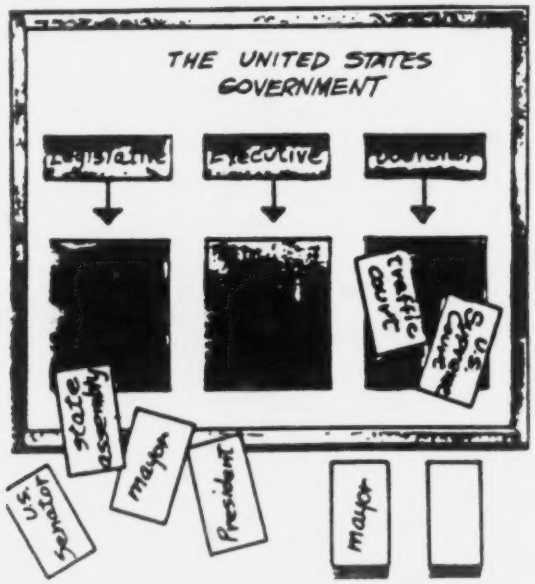
WE HOLD THESE TRUTHS TO BE SELF - EVIDENT : THAT ALL MEN ARE CREATED EQUAL ; THAT THEY ARE ENDOWED BY THEIR CREATOR WITH CERTAIN INALIENABLE RIGHTS ; THAT AMONG THESE ARE LIFE , LIBERTY , AND THE PURSUIT OF HAPPINESS .

USING THE DIAGRAM OF THE UNITED STATES GOVERNMENT TO MAKE A GAME

Materials : Outline Diagram of the United States Government,
Marker or pen,
3" x 5" cards,
Cardboard,
Glue.

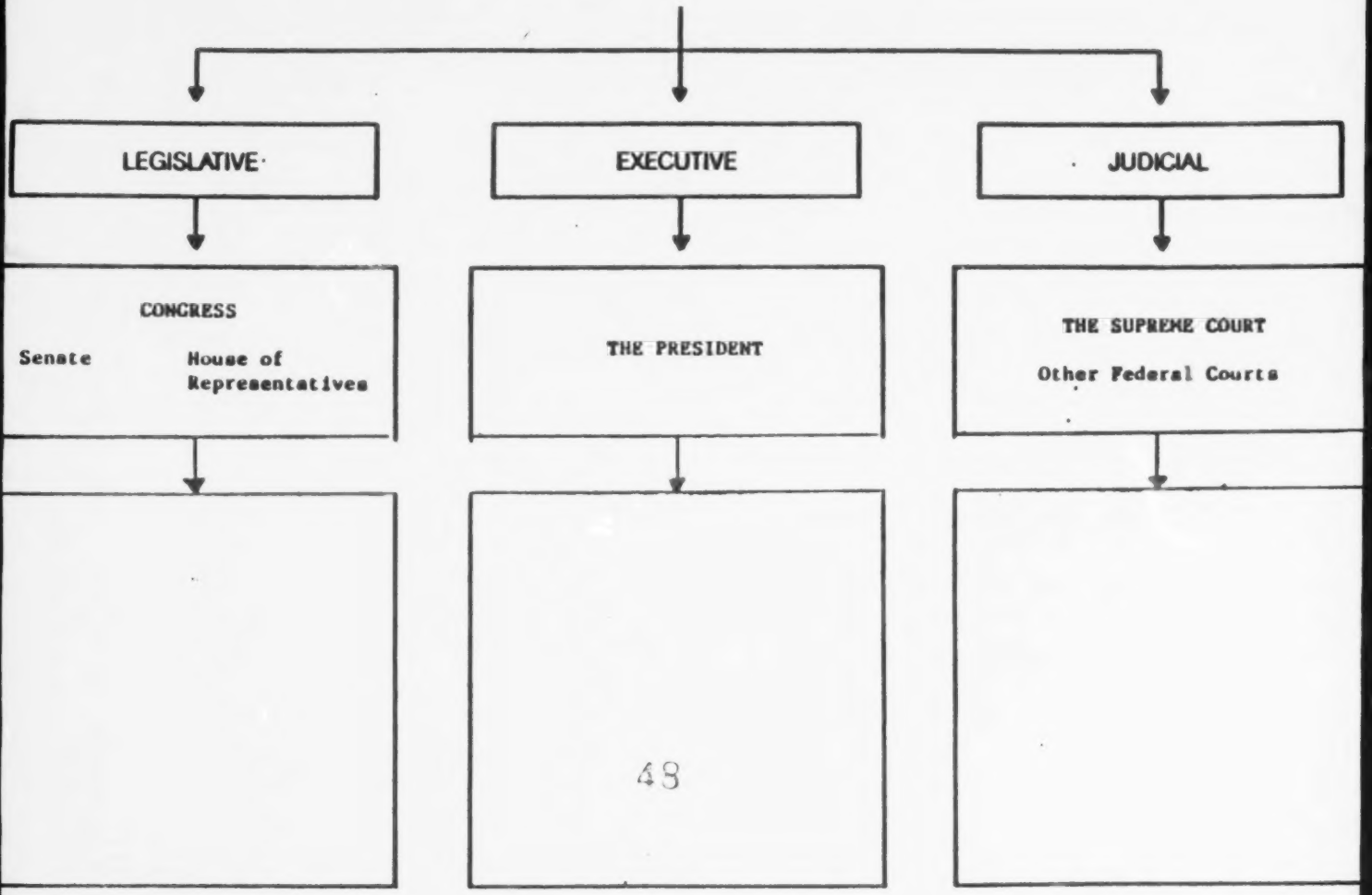
Directions :

1. Glue the diagram to a piece of cardboard. Each player needs a game board.
2. On 3" x 5" cards, write the following examples from the three branches of government : mayor, city council, traffic court, state assembly, state senate, governor, president, United States senator, member of the House of Representatives, state supreme court, the United States Supreme Court. Make three cards for each office.
3. The game is suitable for two to three players. Begin the game by shuffling the cards. The dealer should give each player 6 cards. Leave the remaining cards in a pile face down.
4. The game is played like gin rummy. Each player picks a card from the stack or one that has been discarded by another player. The object of the game is to have two examples from each branch of government in the correct place on the game board. The same example cannot be used twice. The game ends when the first player completes his or her game board.



Name _____

The United States Government

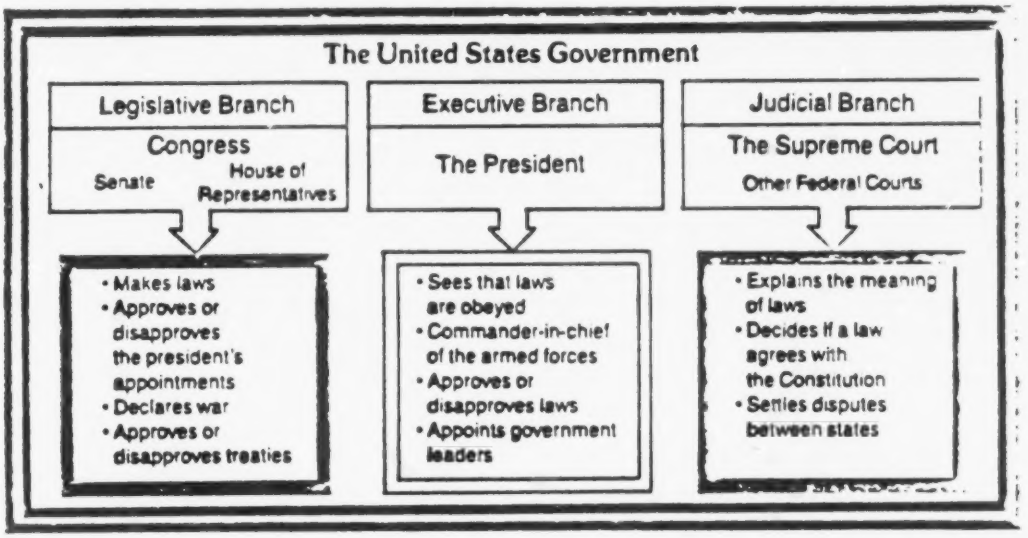


Study Help

Reading a Diagram

You have just read about the first governments that Americans formed. A good way to review what you have learned about government is to put that information in a *diagram*. A diagram is a drawing that helps to explain important ideas.

Study the diagram below. Then use it to answer the questions that follow.



1. (a) Name the three branches of government. (b) Tell who is in each branch.
2. Which branch of government must approve appointments made by the president?
3. Who has the power to declare war?
4. Who is commander in chief of the armed forces?
5. (a) Which branch of government makes laws? (b) Who has the power to disapprove, or veto, a law? (c) Who has the power to decide if a law disagrees with the Constitution?

A Guide to the Constitution

Preamble

We The People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I

The Legislative Branch: Congress is organized and the powers and restraints concerning both houses are specified.

Article II

The Executive Branch: The office of President is set up and its powers, restraints, duties, and manner of election are stated.

Article III

The Judicial Branch: The judicial power of the United States and the restraints on such power are defined. Treason is also defined.

Article IV

The States: The power of the states is determined as well as the relation of the states and territories to the federal government.

Article V

The method of amending the Constitution is prescribed and the guarantee of equal representation of states in the United States Senate is given.

Article VI

The supremacy of the Constitution over state law, federal laws, and treaties is stated. A requirement is made that all national and state officials must pledge to uphold the Constitution, although no religious test can be required.

Article VII

The method for ratification of the Constitution by the states is given.

Amendments *(with year of ratification)*

I	Religious and political expression (1791)
II	Right to keep and bear arms (1791)
III	Unlawful quartering of soldiers in peace and war forbidden (1791)
IV	Unreasonable searches and seizures forbidden (1791)
V	Rights of persons accused of crimes (1791)
VI	Protection in criminal trials (1791)
VII	Jury trial in civil cases (1791)
VIII	Excessive bail or cruel and unusual punishment forbidden (1791)
IX	People's rights retained (1791)
X	Powers reserved to the states and to the people (1791)
XI	Suits against a state (1798)
XII	Procedure for election of President and Vice President (1804)
XIII	Slavery abolished (1865)
XIV	Rights of citizens, apportionment of representatives in Congress; guarantee of due process of law and equal protection of the laws (1868)
XV	The right to vote for former slaves (1870)
XVI	Income taxes (1913)
XVII	Direct election of senators (1913)
XVIII	Prohibition of intoxicating liquors (1919)
XIX	Women's right to vote (1920)
XX	Presidential and congressional terms of office (1933)
XXI	Repeal of the Eighteenth ("Prohibition") Amendment (1933)
XXII	Two-term limit for Presidents (1951)
XXIII	Provision of electors for the District of Columbia (1961)
XXIV	Abolition of the poll tax as voting requirement (1964)
XXV	Presidential disability and succession to office (1967)
XXVI	Voting age lowered to eighteen (1971)

Adapted from American Government in the Twentieth Century, Morristown, New Jersey: Silver Burdett, General Learning Corporation. 1973.

THE CONSTITUTIONAL CONVENTION

May 25 - September 17, 1787

Anticipatory Set : Ask students to think about how changes can be made to the school's Student Council Association Constitution, [school, or classroom rules] then turn to a neighbor to share these ideas.

Statement Of Objective : The student will explain the events that led to the Constitutional Convention in Philadelphia and defend the delegate's decision to write a new Constitution.

Objective Analysis :

1. Why were the Articles of Confederation written?
2. What was the confederation of the 13 colonies called?
3. Who operated the government under the Articles of Confederation?
4. What were the weaknesses of the government under the Articles of Confederation?
5. What is a constitution, and what does it provide?

Teacher Input : The 13 original colonies established a government of states under the agreement called the **Articles of Confederation**. They continued the name used in the Declaration of Independence and called their confederation the United States of America. The Articles served as the basic law of the new nation until the present United States Constitution went into effect in 1789. The colonists distrusted a powerful central government and had the Articles guarantee each state's sovereignty and independence and gave the states all powers not specifically granted to Congress.

George Washington, Alexander Hamilton, and other national leaders became dissatisfied with the Articles of Confederation. But amendments were difficult to make because all of the 13 states had to approve them. A demand grew for a convention to revise the Articles.

THE CONSTITUTIONAL CONVENTION

Check For Understanding :

1. By what name did the Declaration of Independence refer to the 13 original colonies?
2. Why did the colonies agree to establish a government under the Articles of Confederation?
3. What were the concerns of George Washington, Alexander Hamilton, and other national leaders about these Articles?
4. What did they propose Congress should do? Why?

Guided Practice/Activity
DIRECTIONS :

[Students, provided with research materials, may work in groups or individually on one or more of these projects.]

1. Students will research the purpose of the Annapolis Convention held in 1786, the decision of the five states that met, and their final proposal.
2. Students will research how the Constitutional Convention came about, the original task given the states' representatives by Congress, and the representatives' secret deviation from that task to develop the Constitution of the United States of America.

CHECK FOR UNDERSTANDING : See if students understand what their task is and, if assigned to a group, with whom they will be working; completion time; reporting their research finding to the class; and taking notes from reports presented.

GUIDED PRACTICE/ACTIVITY
DIRECTIONS :

1. Using the notes from reports presented, each student will write a short essay [length determined by the instructor] defending the decision of the states' representatives to write the constitution for a new form of government.

THE CONSTITUTIONAL CONVENTION

CHECK FOR UNDERSTANDING : See if students understand that they will be working individually, using their own notes or reports to develop the assigned essay; completion time; and audience to whom it will be presented - i.e. instructor for a grade, or the class for a comparative study and/or listing the justifications given by students for the decision of the states' representatives to write a new constitution.

CLOSURE :

1. Invite a school Student Council Representative to discuss with the class methods that may be used to amend the school constitution,

or

2. Invite the school principal to discuss steps that may be taken to change the school rules,

or

3. Classroom instructor and/or class officers will discuss methods that may be taken to change the class rules.

BICENTENNIAL ORATORICAL CONTEST

Each sixth grade student's English assignment was to select a topic or piece that was of a patriotic or Bicentennial nature, memorize it, and present it before the class. There was to be no use of props or note card. Three students from each sixth grade class, who gave outstanding speeches, were selected to present their speeches in the auditorium before a group of judges.

Sixth grade English teachers and the teacher of the gifted worked with the students on writing and presenting speeches. Each teacher, using his/her discretion, stressed public speaking, analyzing the feasibility of selections, and guidelines for students in writing their own speeches.

Students were judged on the quality of their selection, delivery, poise, and voice. Three winners were recognized and one honorable mention was given.

All students who participated in the auditorium presentation were encouraged to add costumes or use props for the Soap Box Derby held in the school hallways on the second day of " Constitution Week. "

Classroom students, on their way to the Cafeteria for their ' All American Lunch, ' stopped along the way to listen to the speakers. Visiting parents and guests also stopped to enjoy the presentations. Many of the presentations were videotaped.

RATIFY ? YES !

Anticipatory Set : Ask the students to take a stand - pro / con , " Every student, starting in grade school must study a foreign language, either French or Spanish." Call on students to defend their position.

Statement of the Objective : After comparing and contrasting the Articles of Confederation and the United States Constitution, the student will present the **Federalists' point of view for states' ratification**, and the **Anti-Federalists' point of view against ratification of the Constitution.**

Objective Analysis :

1. List the weaknesses of government under the Articles of Confederation, 1781 - 1789.
2. What would be the advantages of government under the Constitution signed by thirty-nine states' representatives at the Constitutional Convention in Philadelphia on September 17, 1787 ?
3. Define compromise. What was the " Great Compromise " ?
4. What was the decision on the slavery issue ?
5. What was the position taken by the Federalists ?
   The Anti-Federalists ?
6. Define ratify. What was the purpose of " The Federalist Papers "?

Teacher Input : The action of the Constitutional Convention shocked many state leaders - and even some members of the Confederation Congress. They felt the convention went beyond its authority. Congress had approved a convention " for the sole and express purpose of revising the Articles of Confederation." Heated debate moved from Congress to the states, the pro-constitutional forces [dubbed the Federalists] versus the strong supporters of states' rights [Anti - Federalists].

Before the Constitution could become law, at least nine states had to vote for ratification. Congress could not vote on the rules by which they would be governed. This would be a conflict of interest. Accordingly, special statew conventions were called to decide whether or not to ratify. Other concerns at these conventions were : no bill of rights and the question of slavery.

RATIFY ? YES !

Check For Understanding :

1. For what purpose was the Constitutional Convention called ?
2. Why were the state legislatures upset that the vote for ratification was left to special state conventions ?
3. Why hadn't the vote for ratification been given to the state legislatures by the Constitution's writers ?
4. What issues did many feel were left out of the Constitution that still needed to be addressed ?

Guided Practice/Activity
Directions :

[Students may work in groups or individually]

1. Compare and contrast the Articles of Confederation and the Constitution, noting the weaknesses of government under the former and advantages of government under the latter.
2. How did the " Great Compromise " solve the conflict between the big states and the small at the Convention ?
3. At the Convention, how was the issue of slavery handled, and what compromise was reached as to how slaves would be counted ?
4. Who wrote " The Federalist Papers," and what was their purpose ?
5. Who were some Anti-Federalists, and what stand did they take ?

Check For Understanding : See if students understand their task, and if assigned to a group, with whom they will be working and the responsibility of each; completion time; reporting to the class; and taking notes from the reports of others.

RATIFY ? YES !

Activity :

1.Using notes from their reports and others presented, each student will write an essay with the topic : " A Letter To The Editor, September 1787."

Each student [assuming the role of one of the 39 signers of the Constitution] will compose a letter to a newspaper editor urging ratification of the Constitution and explaining the reasons for such action.

2. Using the theme , " The Making Of The United States Constitution ," the student's essay may focus on an individual, the Convention, the Signer[s], or the finished document.

Length of the essay is to be 300 to 600 words, counting the words and noting the number on the title page of the essay. Each word must be counted. Dates [February 1987] will count as one word.

Essays must be original and handwritten in ink.

A bibliography of books, pamphlets, letters or other reference material used in writing the essay must be attached to the essay.

Essays will be graded on historical accuracy, adherence to the subject, organization of material, originality, interest, neatness, spelling and punctuation. Material used in the essay is not to be copied directly from the source of reference.

Check For Understanding : See that students understand they will be working individually, using their own notes, reports, or other reference material to develop the assigned essay; rules that must be followed ; and completion time.

Closure : Students will participate in singing the song from Scene Five of " The Constitutional Convention " by composer/author Jean Lutterman.

' SIGN ON ' TO THE CONSTITUTION

Anticipatory Set -- Have students color in the 13 original states on desk copies of the map of the United States.

Statement of Objective -- Looking at the **United States Constitution** in the context of the six-week long debate, in which it was forged, students will gain a sense of rule-making. Activities, including the **"signing on"** to the Constitution, will help students relate that historical period to our time and to their own lives.

Input -- Using a transparency of a diagram of **The United States Government** depicting the three branches of government, point out to the students the powers of each branch.

Guided Practice --

1. Display a "parchment" facsimile of the original U.S. Constitution signed in 1787 on the bulletin board. Leave another one [along with a modern copy including the changes in text and the amendments] on a counter for a closer look.

2. Post pictures of the signers at the Constitutional Convention and of Independence Hall.

3. Tell the story of the convention, which started in May and lasted through the summer until the signing in September. [Refer to background material at the end of this lesson.] Look at a picture of Independence Hall and talk about the building.

4. Look at a facsimile of the U.S. Constitution signed in 1787, noting its structure, which includes a preamble, articles, and signatures.

5. Show a modern copy of the Constitution and point out to the students that the Constitution has been changed and amended.

6. Use a copy of a painting of the signing of the Constitution. Point out some of the familiar faces in the painting, e.g. Benjamin Franklin and George Washington. [Show larger portraits of famous leaders, if available].

'SIGN ON' TO THE CONSTITUTION

Activities --

1. Show a videotape and/or a film on people and events relating to the Constitution.

2. Divide the class into groups assigning each a topic of research :

   -- separation of powers in the three branches of government;
   -- checks and balances providing the basis for a strong government;
   -- some of the signers of the Constitution [George Washington, James Madison, Benjamin Franklin, Alexander Hamilton . . .]

3. Have students make a large collage or mural about the Constitution to hang in the school, city hall, the community library, . . .

4. Using a diagram of The United States Government and the directions given at the close of this lesson plan have students make a game.

Check For Understanding : See if students understand their task, and if assigned to a group, with whom they will be working and the responsibility of each; completion time; and to what audience those working on a project will present their completed task.

Closure -- Tell the students that since they have become quite knowledgeable about the Constitution, they will be asked to **"sign on" to the Constitution** to signify that they understand the principles of the document and accept the rights and responsibilities it bestows upon them.

Have each student sign the document, **"This is my Constitution.** I'm putting my name on the line."

DESIGN A FLAG

Anticipatory Set - Display some symbols or pictures of :

- - four leaf clover	[GOOD LUCK]
- - rabbit's foot	[" "]
- - skull and crossbones	[DANGER]
- - $	[DOLLAR SIGN]
- - %	[PERCENT SIGN]

Ask the children to turn to a neighbor and tell each other what these symbols stand for . Call on students to share the answer for each symbol, asking the others for "thumbs up " if in agreement.

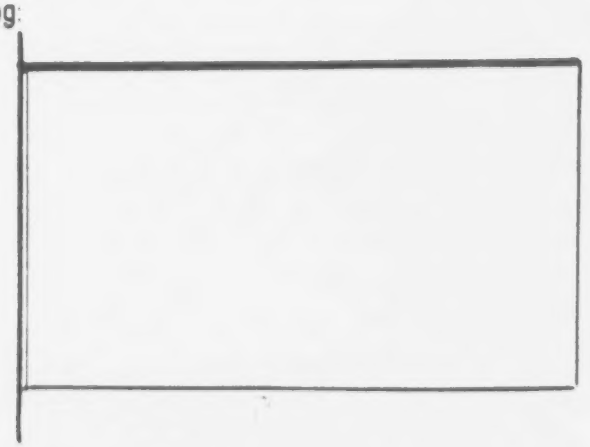
Statement of Objective -- After studying the meaning of the colors, stars, and stripes in our national flag, students will be asked to design a flag as a class, team, or school symbol giving meaning to each color and representation used.

Input-- A symbol is a sign which stands for some object or an idea. All words are symbols. Spoken words are symbols for objects and ideas. The letters of the alphabet are symbols for certain sounds. These letters are combined to form the written words which are the symbols for spoken words.

Colors have almost a world wide symbolism. Black represents grief among Americans and Europeans, and white is a symbol of purity and innocence. In some countries, however, white stands for mourning. Blue usually stands for sincerety, and purple represents royalty.

One of the most familiar symbols of all nations is the national flag. To every person the flag of his/her nation means "my country." This flag in our classroom is a symbol for the United States of America standing for national unity. Its design has been changed a number of times.

Modeling -- My family flag:

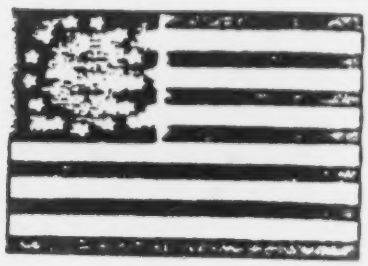


DESIGN A FLAG

Check For Understanding --
See if students understand what their task is and , if assigned to a group, with whom they will be working; completion time ; then working as a total group to make the final choice.

Closure -- Read/Sing : **"The Star Spangled Banner."**

Evaluation --
1. Evaluate the student's participation in a group.
2. What do the colors, stars, and stripes represent
3. Why does every country have a national flag ? [as a symbol of national unity]
4. On what occasion might there be a change in the design of ourflag? [addition of a new state would add one more star]



DESIGN A FLAG

On school flags, students may be represented by stars, pencils, books...;subjects may be represented by a microscope, globe, compass, protractor,...; stripes may be in the form of pencils or rulers.

Using the information sheet, review with the students what the colors, stars, and stripes on our national flag represent.

Check For Understanding --

1. On the United States Flag, what do the thirteen stripes represent? [the thirteen original states]
2. What does the field of blue represent? [justice loyalty and perserverance]
3. The field of blue today contains fifty stars. What do these stars represent ? [there is one star for each state]

Guided Practice / Activity --

Directions :

1. Students may work in groups or individually.
2. Design a flag for the class, team, or school [specify which one] giving each color and representation a specific meaning.
    a. use unlined typing paper
    b. use a pencil to sketch in the design
    c. color with markers, crayon, or paint
3. Each flag design will be presented by the group or individual to homeroom students [set completion time], explaining the meaning of their representations and colors.
4. Students will choose one flag, or **compromise** by choosing parts from some to develop a new design upon which the majority of students agree.
    a. assign a group to put together the "new" flag.
    b. group may use opaque or overhead projector to enlarge the design. [for a class flag]
5. Students will present one flag design from each class to be voted on ,or a compromise may be reached by students choosing parts from those presented, thereby developing an agreed upon new symbol. [for a team or school flag]

The American Flag

The flag is a symbol of our country. The colors of the flag have special meanings: RED is for courage; WHITE is for truth; BLUE is for honor. The American national anthem is the "Star-spangled Banner," which refers to the flag. Sometimes the flag is called other names—Old Glory, the Stars and Stripes, the Red, White, and Blue, or just the Colors. Before the American Revolution, most of the colonies used the British flag. But when anger grew at the treatment by Great Britain, the colonists took down that flag and put up their own.

One year after the Declaration of Independence, in 1777, the American flag was officially adopted. It was made by Betsy Ross. The first flag had 13 stripes, to mark the union of the colonies, and 13 stars, to mark the 13 states. There are still the same number of stripes as in 1777; the number of stars, however, has changed as new states joined the union. The flag that was flown on the moon when the American astronauts landed there in 1969 had 50 stars and 13 stripes. It is the same today. Flag Day is June 14, for it was on that day in 1777 that the first American flag was adopted.

Have you gone to any public meetings where the Pledge of Allegiance was said? You will remember that people stood up and placed their right hands over their hearts as they said these words:

PLEDGE OF ALLEGIANCE

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands: One nation under God, indivisible, with liberty and justice for all.

"OUR FLAG WAS STILL THERE"

Francis Scott Key (1779-1843) was a prominent Washington lawyer. When the British departed from Washington after setting it afire, they took with them a close friend of Key. With President Madison's permission, Key went to Baltimore to rescue his friend. On September 13, 1814, he went aboard a prisoner-exchange ship to seek his friend's release. British authorities detained him on the ship while they bombarded Fort McHenry. Francis Scott Key watched the battle anxiously. By the last light of day, he could see the American flag was still flying proudly over the fort. Throughout the night, he could tell by "the rockets' red glare", and "the bombs bursting in air" that the Americans were still defending the fort. Then, the first light of the new day revealed that the flag was still flying. The sight of the flag still waving prompted Key to pull an old letter from his pocket and scratch the words to "The Star-Spangled Banner". The poem was set to music and in 1931 it officially became America's national anthem.

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states, a perfect union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country, to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

William Tyler Page

THE STAR-SPANGLED BANNER*

O say, can you see by the dawn's early light
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream.
'Tis the star-spangled banner—O long may it wave
O'er the land of the free and the home of the brave.

O thus be it e'er when freemen shall stand
Between their lov'd home and the war's desolation!
Blest with vict'ry and peace may the heav'n rescued land
Praise the Pow'r that hath made and preserved us a nation!
Then conquer we must when our cause it is just,
And this be our motto—"In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

—FRANCIS SCOTT KEY

*The National Education Association in 1912 recommended the above version as the authorized version of "The Star-Spangled Banner." In 1931 Congress enacted a law making the song our national anthem.

THE PLEDGE OF ALLEGIANCE

Anticipatory Set -- Have the class stand and say the Pledge.

Statement of Objective -- After studying the meaning of these words: "pledge allegiance" "indivisible" "liberty and justice for all," students will write their own definitions for those words and then paraphrase the Pledge.

Input -- Who wrote the Pledge of Allegiance ? Most people don't know. In 1892, Francis Bellamy of Boston wrote the "Pledge of Allegiance" to help celebrate the 400th anniversary of Columbus' discovery of America. Bellamy's original pledge was somewhat shorter than the version now recited. The 1892 pledge read :

> " I pledge allegiance to my flag and to the republic for which it stands : one nation indivisible, with liberty and justice for all."

Seven additional words were incorporated over the years, including the phrase, "under God," added by Congress in 1954.

Do you know that each time you say the Pledge you are making a promise? **"Pledge allegiance"** is promising to be loyal to your country. Anything that cannot be divided is **"indivisible."** Our democratic form of government gives us **"liberty and justice for all,"** meaning freedom and fairness to all its citizens.

Modeling -- I shall write my definition of "pledge allegiance" : promise to be faithful.

Check For Understanding --

1. Ask students to write their definition for "indivisible" and "liberty and justice for all" on their own paper.
2. Call on students and list some of their definitions on the chalk board , then see if others agree.
3. Ask students to interpret the meaning of liberty and justice on the playground.
4. Ask students to point out parts of the Pledge that refer to them and those that refer to the nation.

Guided Practice/Activity --

Directions --

1. Students may work in groups or individually.
2. Students will be given a worksheet containing the Pledge of Allegiance, beneath which they will reword the Pledge using their own definitions [paraphrase].
3. Announce the time for completion

THE PLEDGE OF ALLEGIANCE

Check For Understanding -- See if students understand what their task is and if assigned to a group, with whom they will be working; completion time; reporting time when students with different interpretations will be called upon to share these.

Closure -- Ask the students to stand and recite the Pledge thinking about the promise they are making.

Evaluation --

1. Should every nation have a pledge? Support your position.
2. Should everyone say the Pledge? Support your position.
3. Should the Pledge be recited every day? Support your position.

Extenders --

1. Write a class or school pledge.
2. Write a pledge for your family that all members would be willing to sign.
3. Compare the Pledge to another pledge [4-H, Scouts, etc.]. How are they the same, how different.
4. What elements do all pledges have?

RIGHTS AND RESPONSIBILITIES OF U.S. CITIZENS

Anticipatory Set -- Are you a citizen of the United States ? Turn to your neighbor and share the reasons you believe you are.

Statement of Objective --After studying the rights and responsibilities of native-born and naturalized citizens under the U.S. Constitution, students will develop a definition of citizenship,determine their own status and the rights and responsibilities which apply to them.

Input -- Do you know what a citizen is ? A **citizen** is a part of his or her country. In the United States, a citizen is a free man or woman - free to make choices and free to help pick the people who govern. The opposite of a citizen is an alien, or stranger.

A citizen has many **rights**. The most important is the right to vote. A citizen can vote in national, state, and local elections. A citizen helps to decide who will be president of the United States and who will make the laws for the nation, state, and city. A citizen can also vote for the local school board, the group of men and women who decides on the policies for the public schools.

There are other rights. For example, certain jobs are open only to citizens. These are often civil service jobs which offer security and many benefits. There is no question of a citizen's right to receive Social Security payments in later life, or to obtain welfare if needed. American citizens,with an American passport, are free to travel all over the world. Citizens do not have to report changes of address to the attorney general within 10 days of occurrence, as aliens must.

Look at the people you meet in your neighborhood and at school. Most of them are American citizens. How did they become citizens? Some of them were born here; others were **naturalized**. This means that they came here as immigrants [newcomers to a country] and went through a process that is called **naturalization**.

The Constitution is the supreme, or highest, law of the United States. It was written a long time ago and became the law of the land for the United States of America in 1789. Since that time, it has been changed, or amended, 26 times. This means that there are 26 amendments to the Constitution of the United States of America.

RIGHTS AND RESPONSIBILITIES

The **Fourteenth Amendment** states the rights of citizens as follows - stated in simple English:

All persons born or naturalized in the United States, and living here under U.S. law, are citizens of the United States and of the state in which they live. No state can make or carry out a law that limits a citizen's Constitutional privileges or freedom. And no state can take away life, liberty, or property without following fixed legal rules and procedures. All citizens are to be treated equally under the law and are entitled to the same protection within each state. Wherever a citizen travels, he or she is protected by the United States of America.

A citizen has a voice in the government. Only a citizen can vote for the officials who make the rules under which he or she lives, and only a citizen can hold office if elected. A citizen can work for the government under civil service.

A citizen belongs. But nothing comes free. There are costs to be shared. Yes, there is a price, but the price is right ! We can say that the price of citizenship includes these **responsibilities**:

-- Keeping informed about what is going on,
-- Voting in every election,
-- Obeying the laws,
-- Paying taxes,
-- Defending the country if it becomes necessary,
-- Serving on a jury, if called,
-- Being willing to hold office.

Modeling -- Instructor calls attention to his or her status of citizenship, noting his or her rights and responsibilities as all of those stated above.

Check for Understanding --

1. The opposite of right is wrong; what is the opposite of citizen? [alien : people from a foreign country; people not yet citizens].
2. What are some of the rights of a citizen?
3. What are some of the responsibilities of a citizen ?

RIGHTS AND RESPONSIBILITIES

Guided Practice/Activity --
Directions :

1. Students may work in groups or individually, provided with research materials related to U.S. citizenship.
2. Students will research and then write in his or her own words the definition of these words and phrases :
   --- jus soli
   --- jus sanguinis
   --- 14th Amendment
   --- expatriation
3. After researching and reviewing the **rights** of U.S. citizens, students will list the rights which are most important to them and give reasons why.
4. After researching and reviewing the **responsibilities** of U.S. citizens, students will choose those that are related to themselves at this point in time and explain the importance of each.
5. Students will determine :
   a. who is elegible to become a naturalized citizen.
   b. the procedure for acquiring U.S. citizenship.
   c. the rights and responsibilities of naturalized citizens.

Check for Understanding -- See if students understand what their task is and, if assigned to a group, with whom they will be working; completion time; reporting to the class.

Closure --

1. Lead a class discussion to develop a definition of citizenship that is acceptable to the group. Write the definition on the chalk board.
2. Ask students to list the rights and responsibilities that apply to them. Write these on the chalk board.
3. Read together the "Oath of Allegiance" taken by naturalized citizens.

Evaluation--

1. What is the highest law of the land?
2. Why is it important to be an informed citizen?
3. Select two rights or responsibilities you have as a citizen and tell why they are important to you.

Rights of Citizens

The Constitution is the supreme, or highest, law of the United States. It was written a long time ago and became the law of the land for the United States of America in 1789. Since that time, it has been changed, or amended, 26 times. This means that there are 26 amendments to the Constitution of the United States of America. The Fourteenth Amendment states the rights of citizens, as follows:

> ***All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.***

Because these are our most important rights, it is important to state them in simple English:

> ***All persons born or naturalized in the United States, and living here under U.S. law, are citizens of the United States and of the state in which they live (reside). No state can make or carry out a law that limits (abridges) a citizen's Constitutional privileges or freedom. And no state can take away (deprive) life, liberty, or property without following fixed legal rules and procedures. All citizens are to be treated equally under the law and are entitled to the same protection within each state. Wherever a citizen travels, he or she is protected by the United States of America.***

A citizen has a voice in the government. Only a citizen can vote for the officials who make the rules under which he or she lives, and only a citizen can hold office if elected. A citizen can work for the government under civil service.

Responsibilities of Citizens

We said before that citizenship has many benefits and that all citizens must pay for these benefits. We also said that the price was right.

There is a Spanish proverb that tells us to "take what we want and pay for it." We have made a choice. We have chosen to become citizens. Now we must pay for that choice. We must register to vote and then vote on Election Day. We must work with others to make this a better place in which to live. Our government is a democracy. This means that, through our vote, we have a voice in government. We also have the right to join a political party. In doing so, we join with others who feel as we do.

Knowing all you can about the issues and keeping up-to-date on what is going on in your country are other responsibilities. The quality of government is improved when voters know who the candidates for office are. Governments don't run by themselves.

When persons are tried for criminal or civil offenses, they are often judged guilty or innocent by a jury of their peers. This means that people who are citizens have to be willing to give their time to serve on a jury. When you become a citizen, you may be called for jury duty. One of the prices of citizenship is to be willing to serve if you are called. You will not be called more than once a year.

We can say that the price of citizenship includes doing the following:

- Keeping informed about what is going on,
- Voting in every election,
- Obeying the laws,
- Paying taxes,
- Defending the country if it becomes necessary,
- Serving on a jury if called,
- Being willing to hold office.

Requirements for Citizenship

You know what it means to be a citizen, and you have made your choice. Now let us see if you are ready and can meet the qualifications.

1. Are you at least 18 years old? _____

2. Were you lawfully admitted to the United States for permanent residence here? _____

3. Have you lived here continuously for at least five years? (This means that you have had an address in the United States for five years.) _____

4. Have you been physically present in the United States for at least half of that time? (This means that you have been here, in person, for at least two and one half years, or 30 months.) _____

5. Have you lived in the state where you reside now for at least six months? _____

6. Do you plan to live in the United States permanently? _____

7. Are you of good moral character? _____

If you can answer yes to these questions, you have the needed qualifications. Every rule has some exceptions, and there are exceptions to these rules—for husbands, wives, and children of citizens, for persons who served in the armed forces or were seamen, and for some special groups. But these exceptions make it less, not more, difficult for these people to become citizens.

There are also educational requirements for naturalization.

CITIZENSHIP IN MODERN TIMES

In modern times every nation provides ways of becoming a citizen. For most people citizenship is a matter of birth. For others it may be acquired through a process known as naturalization.

Two rules are used to determine citizenship by birth: (1) *jus sanguinis*, law of the blood; and (2) *jus soli*, law of the soil. Under *jus sanguinis*, children take their parents' nationality regardless of where they are born. For example, a child born to Italian parents in Britain is a citizen of Italy. On the other hand, the rule of *jus soli* says that children are citizens of the nation in which they are born, no matter what the parents' nationality is. Thus a child born to Italian parents in Britain is also a citizen of Britain. Since most nations apply both of these rules, a person can become a citizen of two nations. This is called dual citizenship.

In the case of U.S. citizens, dual citizenship is not recognized by the laws of the United States. The U.S. State Department may make exceptions in special cases.

Dual citizenship can result from naturalization, which is the legal way in which people change their citizenship. Internal law protects naturalized citizens as long as they live in their new country. But they may lose their new citizenship if they return to the country of their birth and remain for a long time. In wartime, a serious problem could arise if both countries demand their services in the armed forces.

Of the countries in the Commonwealth of Nations, Canada was the first to enact naturalization laws separate from those of Britain. The Canadian Citizenship Act of 1947 made the concept of a Canadian citizen distinct from that of a British subject. It was replaced by the Citizenship Act in 1977.

Where did you hear the word "allegiance" before? That's right! In the final step in the naturalization process, before becoming an American citizen, you must take the Oath of Allegiance. Let's read it.

OATH OF ALLEGIANCE

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty of whom or which I have heretofore been a subject or a citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same, that I will bear arms on behalf of the United States or perform noncombatant service in the Armed Forces of the United States when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion, so help me God.

Sample Completed Form N–400

Sample Case

Mr. Cao arrived in San Francisco on May 5, 1975, and as of 1980 was eligible to become a citizen. A copy of his "Application to File Petition for Naturalization" (Form N-400) appears on the following pages. The information on the form is based on the following facts:

Mr. Cao's full name is Viet Hoai Cao, but he wants to change his name to Thomas Cao. Item 4 of the form contains this information. If the judge agrees, there is no charge for his change of name.

Except for one month when he was out of the country, Mr. Cao has lived continuously in the State of California for five years. In item 13 he lists all of the places where he has lived, beginning with his present address and working back to his first address. He also fills in the information about his trip out of the country (item 14).

Once Mr. Cao was given a summons for a traffic violation. He made an illegal left turn and was fined $22.00. This information has to be included in item 15 of the form.

Information about membership in organizations is also important. In 1977 Mr. Cao, who is an engineering specialist, joined the American Association of Engineers. This information appears in item 16. Item 17 asks about membership in the Communist Party. Since Mr. Cao was never a member, he places an X in the three boxes next to "NO."

Information about his job record is also important. Item 30 shows all of the places where he has worked, beginning with his present job and working back to his first job in this country.

Items 31 to 34 relate to marriage and children. Since Mr. Cao is not married (he is single), the words "Not Applicable" are typed in.

A friend, James Michael Hoffman, filled in the form for Mr. Cao. Mr. Hoffman signs the form on the last page (left-hand side); Mr. Cao signs it on the last page (right-hand side).

This form was filled in very carefully. Yours must be very carefully prepared, also!

Sample Completed Form N-400, page 1

UNITED STATES DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

Form Approved
OMB NO. 43.R0079

APPLICATION TO FILE PETITION FOR NATURALIZATION

FEE STAMP

Mail or take to:
IMMIGRATION AND NATURALIZATION SERVICE

(See INSTRUCTIONS. BE SURE YOU UNDERSTAND EACH QUESTION BEFORE YOU ANSWER IT. PLEASE PRINT OR TYPE.)

ALIEN REGISTRATION
(Show the exact spelling of your name as it appears on your alien registration receipt card and the number of your card. If you did not register, so state.)
Name CAO, VIET HOAI
No. A21 241 841

Section of Law _____ (Leave Blank)

Date: February 7, 1980

(1) My full true and correct name is VIET HOAI CAO (Full true name without abbreviations)

(2) I now live at 2550 Telegraph Avenue, Apt. 222, Berkeley, Alameda Co., CA 94704 (Number and street, city, county, state, zip code)

(3) I was born on Nov. 16, 1950 (Month) (Day) (Year) in Hue (City or town) Vietnam (Country, province or state) (Country)

(4) I request that my name be changed to Thomas Cao

(5) Other names I have used are None (Include maiden name) Sex: ☒ Male ☐ Female

(6) My father's name _____

(7) My mother's maiden name _____

(8) Was your father or mother ever a United States citizen? ☐ Yes ☒ No
(If "Yes", explain fully.)

(9) Can you read and write English? ☒ Yes ☐ No

(10) Can you speak English? ☒ Yes ☐ No

(11) Can you sign your name in English? ☒ Yes ☐ No

(12) My lawful admission for permanent residence was on May (Month) 5 (Day) 1975 (Year) under the name of CAO, Viet Hoai at San Francisco, (City) CA (State) on _____
(Name of ship, airline or conveyance, if any)

(13) Since that date I have resided continuously in the United States and continuously in the State of California where I now live since May 1975. During the last five years I have been physically present in the United States for a total of 59 months.

(14) In what places in the United States have you lived during the last 5 years? List present address FIRST.

	From	To	Street Address	City and State
(a)	Aug. 1, 19 76	Present Time	2550 Telegraph Ave., #222	Berkeley, CA
(b)	May 15, 19 76	Aug. 1, 19 76	2430 Dwight Way #211	Berkeley, CA
(c)	May 5, 19 75	May 15, 19 76	5901 Newman Court, #28	Sacramento, CA
(d)	___, 19 ___	___, 19 ___		

(15) (a) Have you been out of the United States since your lawful admission as a permanent resident? ☒ Yes ☐ No
If "Yes" fill in the following information for every absence of *less than 6 months*, no matter how short it was.

Date Departed	Date Returned	Name of Ship or of Airline, Railroad Company, Bus Company, or Other Means Used to Return to the United States	Place or Port of Entry Through Which You Returned to the United States
12/5/78	1/3/79	TWA Flt. #463	New York, New York

(b) Since your lawful admission, have you been out of the United States for a period of 6 *months or longer*? ☐ Yes ☒ No
If "No", state "None"; If "Yes", fill in following information for every absence of more than 6 months.

Date Departed	Date Returned	Name of Ship or of Airline, Railroad Company, Bus Company, or Other Means Used to Return to the United States	Place or Port of Entry Through Which You Returned to the United States
NONE			

(16) Do you intend to reside permanently in the United States? ☒ Yes ☐ No If "No," explain.

Form N-400 (Rev. 9-1-78)N

(OVER)

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(17) The law provides that you may not be regarded as qualified for naturalization, if you knowingly committed certain offenses or crimes, even though you may not have been arrested. Have you ever, in or outside the United States

(a) knowingly committed any crime for which you have not been arrested? ☐ Yes ☒ No

(b) been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking or violating any law or ordinance, including traffic regulations? ☒ Yes ☐ No

If you answer "Yes" to (a) or (b), give the following information as to each incident:

	When	Where (City) (State) (Country)	Nature of Offense	Outcome or Case If Any
(a)	Mar. 78	San Francisco, CA USA	Illegal Turn	$22.00 Fine
(b)		NO OTHERS		
(c)				
(d)				
(e)				

(18) List your present and past membership in or affiliation with every organization, association, fund, foundation, party, club, society or similar group in the United States or in any other country or place, and your foreign military service. (If none, write "None.")

(a) American Association of Engineers, San Francisco, CA ..... 1977 to 1980

(b) ..... 19 to 19

(c) ..... 19 to 19

(d) ..... 19 to 19

(e) ..... 19 to 19

(f) ..... 19 to 19

(g) ..... 19 to 19

(19) (a) Are you now, or have you ever, in the United States or in any other place, been a member of, or in any other way connected or associated with the Communist Party? (If "Yes", attach full explanation) ☐ Yes ☒ No

(b) Have you ever knowingly aided or supported the Communist Party directly, or indirectly through another organization, group or person? (If "Yes", attach full explanation) ☐ Yes ☒ No

(c) Do you now or have you ever advocated, taught, believed in, or knowingly supported or furthered the interests of Communism? (If "Yes", attach full explanation) ☐ Yes ☒ No

(20) Have you borne any hereditary title or have you been of any order of nobility in any foreign state? ☐ Yes ☒ No

(21) Have you ever been a patient in an institution or been treated for a mental illness or disorder? ☐ Yes ☒ No

(22) Are deportation proceedings pending against you, or have you ever been deported or ordered deported, or have you ever applied for suspension of deportation? ☐ Yes ☒ No

(23) (a) My last Federal income tax return was filed 1980 (for 1979) (year). Do you owe any Federal taxes? ☐ Yes ☒ No

(b) Since becoming a permanent resident of the United States, have you:

—filed an income tax return as a nonresident? ☐ Yes ☒ No

—failed to file an income tax return because you regarded yourself as a nonresident? ☐ Yes ☒ No

(If you answer "Yes" to (a) or (b) explain fully.)

(24) Have you ever claimed in writing, or in any other way, to be a United States citizen? ☐ Yes ☒ No

(25) (a) Have you ever deserted from the military, air, or naval forces of the United States? ☐ Yes ☒ No

(b) If male, have you ever left the United States to avoid being drafted into the Armed Forces of the United States? ☐ Yes ☒ No

(26) The law provides that you may not be regarded as qualified for naturalization if, *at any* time during the period for which you are required to prove good moral character, you have been a habitual drunkard, committed adultery, advocated or practiced polygamy, have been a prostitute or procured anyone for prostitution, have knowingly and for gain helped any alien to enter the United States illegally, have been an illicit trafficker in narcotic drugs or marijuana, have received your income mostly from illegal gambling, or have given false testimony for the purpose of obtaining any benefits under this Act. Have you ever, *anywhere*, been such a person or committed any of these acts? (If you answer yes to any of these, attach full explanation.)

(27) Do you believe in the Constitution and form of government of the United States? ☒ Yes ☐ No

(28) Are you willing to take the full oath of allegiance to the United States? (See instructions) ☒ Yes ☐ No

(29) If the law requires it, are you willing:

(a) to bear arms on behalf of the United States? (If "No", attach full explanation) ☒ Yes ☐ No

(b) to perform noncombatant services in the Armed Forces of the United States? (If "No", attach full explanation) ☒ Yes ☐ No

(c) to perform work of national importance under civilian direction? (If "No", attach full explanation) ☒ Yes ☐ No

(30) (a) If male, did you ever register under United States Selective Service laws or draft laws? ☐ Yes ☒ No

If "Yes" give date ....; Selective Service No. ....; Local Board No. ....; Present classification ....

(b) Did you ever apply for exemption from military service because of alienage, conscientious objections, or other reasons? ☐ Yes ☒ No

If "Yes," explain fully ....

(31) If serving or ever served in the Armed Forces of the United States, give branch Not applicable;

from ..... 19.... to ..... 19...., and from ..... 19.... to ..... 19....

☐ inducted or ☐ enlisted at ....; Service No. ....;

type of discharge .... (Honorable, Dishonorable, etc.); rank at discharge ....;

reason for discharge .... (Alienage, conscientious objector, other)

☐ Reserve or ☐ National Guard from ..... 19.... to ....

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Sample Completed Form N-400, page 3

(32) My occupation is Engineering Specialist

List the names, addresses, and occupations (or type of business) of your employers during the last 5 years? (If none, write "None.")
List present employment FIRST.

	From	To	Employer's Name	Address	Occupation or Type of Business
(a)	Jan. 22 19 79	Present Time	Dept. Water Resources	Sacto., CA	Eng. Specialist
(b)	June 19 75	Dec. 19 78	Univ. Calif.	Berkeley, CA	Student
(c)	19	19			
(d)	19	19			

(33) Complete this block if you are or have been married. REST--NOT APPLICABLE

I am Single (Single, married, divorced, widowed) The first name of my husband or wife is (was)

We were married on at He or she was born at

on He or she entered the United States at (place)

on (date) for permanent residence and now resides ☐ with me

☐ apart from me at (Show full address if not living with you.)

He or she was naturalized on at ; Certificate No.

or became a citizen by His or her Alien Registration No. is

(34) How many times have you been married? How many times has your husband or wife been married? If either of you has been married more than once, fill in the following information for each previous marriage

	Date Married	Date Marriage Ended	Name of Person to Whom Married	Sex	(Check One) Person Married Was Citizen ☐ Alien ☐	How Marriage Ended
(a)	NOT APPLICABLE				☐ ☐	
(b)					☐ ☐	
(c)					☐ ☐	
(d)					☐ ☐	

(35) I have children (Number) (Complete columns (a) to (h) as to each child. If child lives with you, state "with me" in column (h), otherwise give city and State of child's residence.)

(a) Given Names	(b) Sex	(c) Place Born (Country)	(d) Date Born	(e) Date of Entry	(f) Port of Entry	(g) Alien Registration No.	(h) Now Living at
NOT APPLICABLE							

(36) READ INSTRUCTION NO. 6 BEFORE ANSWERING QUESTION (36)

I want certificates of citizenship for those of my children who are in the U.S. and are under age 18 years that are named below.
(Do) (Do Not)

(Enclose $10 for each child for whom you want certificates, otherwise, send no money with this application.)

(Write names of children under age 18 years and who are in the U.S. for whom you want certificates.)

If present spouse is not the parent of the children named above, give parent's name, date and place of naturalization, and number of marriages

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Sample Completed Form N-400, page 4

Signature of person preparing form, if other than applicant.	SIGNATURE OF APPLICANT Viet Cao
I declare that this document was prepared by me at the request of applicant and is based on all information of which I have any knowledge. SIGNATURE James Midori Hoffman	ADDRESS AT WHICH APPLICANT RECEIVES MAIL 2850 Telegraph Ave., Apt.222 Berkeley, CA 94704
ADDRESS: USCC 582 Market, RM518 DATE 2/7/80 San Francisco, CA 94104	APPLICANT'S TELEPHONE NUMBER

TO APPLICANT: DO NOT FILL IN BLANKS BELOW THIS LINE.

NOTE CAREFULLY.—This application must be sworn to before an officer of the Immigration and Naturalization Service at the time you appear before such officer for examination on this application.

AFFIDAVIT

I do swear that I know the contents of this appli... o comprising pages 1 to 4, inclusive, and the supplemental forms thereto, No(s). ....., subscribed to by me; that the same are true to the best of my knowledge and belief, that corrections numbered ( ) to ( ) were made by me or at my request, and that this application was signed by me with my full, true, and correct name, SO HELP ME GOD.

..... (Complete and true signature of applicant)

Subscribed and sworn to before me by applicant at the preliminary investigation ( ) at .....

this ..... day of ....., 19.....

I certify that before verification the above applicant stated in my presence that he had (heard) read the foregoing application, corrections therein and supplemental form (s) and understood the contents thereof.

..... (Naturalization examiner)

(For demonstration of applicant's ability to write English)

(1st witness Occupation)	Nonfiled .....
(2nd witness Occupation)	..... (Date Returned)

NOTICE TO APPLICANTS:

Authority for collection of the information requested on this form and those forms mentioned in the instructions thereto is contained in Sections 328, 329, 332, 334, 335 or 341 of the Immigration and Nationality Act of 1952 (8 U.S.C. 1439, 1440, 1443, 1445, 1446 or 1452). Submission of the information is voluntary inasmuch as the immigration and nationality laws of the United States do not require an alien to apply for naturalization. If your Social Security number is included on a form, no right, benefit or privilege will be denied for your failure to provide such number. However, as military records are indexed by such numbers, verification of your military service, if required to establish eligibility for naturalization, may prove difficult. The principal purposes for soliciting the information are to enable designated officers of the Immigration and Naturalization Service to determine the admissibility of a petitioner for naturalization and to make appropriate recommendations to the naturalization courts. All or any part of the information solicited may, as a matter of routine use, be disclosed to a court exercising naturalization jurisdiction and to other federal, state, local or foreign law enforcement or regulatory agencies, Department of Defense, including any components thereof, the Selective Service System, the Department of State, the Department of the Treasury, Central Intelligence Agency, foreign and individuals and organizations in the processing of the application or petition for naturalization, or during the course of investigation to elicit further information required by the Immigration and Naturalization Service to carry out its function. Information solicited which indicates a violation or potential violation of law, whether civil, criminal or regulatory in nature may be referred, as routine use, to the appropriate agency, whether federal, state, local or foreign, charged with the responsibility of investigating, enforcing or prosecuting such violations. Failure to provide any or all of the solicited information may result in an adverse recommendation to the court as to an alien's eligibility for naturalization and denial by the court of a petition for naturalization.

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DO YOU KNOW? Review 4

Do you know what these words mean? Write the meanings next to the words.

1. amendment _____
2. jurisdiction _____
3. reside _____
4. abridge _____
5. immunities _____
6. deprive _____

Now, write the answers to the following questions in the space provided.

7. What is the highest law of the land? _____

   _____

8. How many amendments are there? _____

   _____

9. Which amendment tells about the rights of citizens? _____

   _____

10. Can you tell what these rights are? _____

    _____

11. Which of the rights is the most important to you? _____

    _____

DO YOU KNOW? Review 5

Do you know what these words mean? Write the meanings next to the words.

1. benefit _____
2. democracy _____
3. responsibility _____
4. informed _____
5. criminal _____
6. civil _____
7. jury _____

Now write the answers to these questions in the space provided.

8. Are all the benefits of citizenship free? _____

_____

9. What is the price of citizenship? _____

_____

10. Why should a citizen vote? _____

_____

11. Why should a citizen serve on a jury? _____

_____

12. What are the responsibilities of citizenship? _____

_____

DO YOU KNOW? Review 4 - Answer Key

1. **amendment** - a change or addition to a constitution or law
2. **jurisdiction** - control
3. **reside** - to dwell for some time; to live [in or at]
4. **abridge** - to make shorter; to lessen
5. **immunities** - exemption from taxes, military service, etc.
6. **deprive** - to take away or have taken away
7. The Constitution.
8. 26
9. The Fourteenth Amendment.
10. They are the rights to life, liberty, and property. No matter where I live, these rights cannot be taken away without due process of law.
11. Liberty.

DO YOU KNOW ? Review 5 Answer key

1. **benefit** - anything which is for the good of a person or thing; money paid to a person
2. **democracy** - government of, by, and for the people
3. **responsibility** - a task; a debt; a duty
4. **informed** - to know about; to have knowledge of
5. **criminal** - having to do with a wrongful act against society
6. **civil** - relating to private rights; having to do with government service
7. **jury** - a group of people sworn to hear the evidence and give a decision in a case
8. No.
9. To obey the laws, to know what is going on , to vote, to serve on a jury.
10. To have a voice in government.
11. To make it possible for persons to have a fair trial.
12. To be loyal to the Constitution and government, to obey the laws, to vote, to defend the country, to serve on a jury.

RULES, RULES, RULES

Anticipatory Set -- Tell the students that you want them to play the Eraser Game. Divide the group int two straight lines and say something like, "O'kay, everybody, let's play the Eraser Game." Don't say anything else. The children will probably look very confused and ask you - "How do you play it?" Use the attached sheet, THE ERASER GAME, **a,b,c.** Stop the game, return the students to their seats for discussion of the problem.

Statement of Objective -- Students will generate reasons why people need rules in families, on playgrounds, for games, on buses, in schools... After studying the attached chart, TESTS FOR GOOD RULES, students will develop and write a set of class rules they believe are needed.

Input --

1. Lead students to see that they need to know the rules in order to play the Eraser Game. To play games together, people need rules; and to work and live together, people also need to have rules. To work and play together our class and school need rules.
2. Ask students why people need rules in families, on playgrounds, on buses, in schools. List responses and review all to consolidate ideas. **Be sure to put this list on a chart for later use. This listing can later serve as the basis for the preamble of the group constitution.**
3. Remind students of the Eraser Game that they started to play earlier. Using the worksheet for the game , proceed with **d** and **e** . Tell students there are more ways to tell a good rule and post Tests for Good Rules.

Modeling -- I will check to see if this rule will pass the test for a good rule: "Raise your hand to speak." Yes, it seems to meet the standards for good rules.

-- I will check to see if this rule will pass the test for a good rule: "Students coming in first from recess must be third in line and second to go to lunch, while students coming in last must be first in line and third to go to lunch." This rule is certainly not simply stated and understood and it would probably be very difficult to enforce !

Check for Understanding -- Ask the students to suggest a rule and then check to see if it passes the tests for good rules.

RULES, RULES, RULES

Guided Practice/Activity --
Directions :
1. Have the students check each of the rules for the Eraser Game they identified earlier to see if it passes the test for good rules. Put a star beside each of their rules that does. Decide together whether the rules that do not have a star [have not passed the tests] should be rewritten or eliminated. Rewrite the rules together and chart the results.
2. Start students off on developing a class list of rules by making and listing some on the chalkboard.
3. With younger students, talk over the rules together and write the rules on a chart for all to see.
4. Where students can write easily, pair them and have them work together to develop and write their rules. [Set a completion time]

Check for Understanding -- Ask the students how they can determine if their rules will be acceptable. Check with students about the task they are undertaking and when it is to be completed. Answer any questions that arise.

Guided Practice/Activity --
1. Develop a master listing of rules drawn from each pair of students:
   - select a pair of students to tell one of their rules;
   - write that rule on the chalkboard, in the students own words;
   - record the number of pairs that also have that rule on their lists.

Repeat the above procedure until all the rules that the students have identified are listed together. Note that this process will require sorting out the rules that are alike but are not stated the same and having the students agree upon the statement that is recorded on the master list. **Be sure to record all lists and transfer them to a chart for future use.**
2. Have the students check to see if **each** rule they have identified passes the tests for a good rule . Put a star beside each of their rules which does. Decide whether the rules that do not have a star [have not passed the tests] should be rewritten or eliminated.
3. Rewrite the rules together or assign rewriting projects and have the group consider reports later.

RULES, RULES, RULES

4. Make a final chart of rules:

- ask students to choose a rule to illustrate, being sure each rule will be illustrated.
- add these illustrations to the final chart of rules and post prominently on the wall.
- give each child a copy to take home.

Tell the group to discuss these rules with their friends and parents and come prepared to review them the next time the group meets.

Closure -- Play the Eraser Game using the student-developed rules.

The Eraser Game

(Adapted from "The Buckle Game" designed by Harriet Bickleman Joseph.)

a. Tell the first person in each line to pass the eraser from the front to the back of the line. Tell the last person to bring the eraser up to the first person in the line.

b. After students begin to play, the teacher is to interrupt the game at intervals to give one of the following directions:

– Oh, you are to pass the eraser with your eyes closed.
– Oh, you must pass the eraser with your left hand.
– Oh, everyone should be on their knees.
– Oh, you are to come backwards to me when you bring the eraser.

c. After each interruption, ask teams to begin again.

d. Stop to review problems with the children. Note that they had difficulties because of the way that the rules were given. Lack of agreement about the rules and constant change of direction lead to confusion.

e. Write "A rule should be easy to follow," on the board. Work with the group to develop a clear set of rules for the Eraser Game. List the children's suggestions, then vote to select a few simple rules for the game.

f. Play the game again to demonstrate that clear rules and directions make for a good experience while playing together.

Tests for Good Rules

A rule should be easy to follow.

A rule should be simply stated.

A rule should include *only* activities we are able to perform.

A rule must be enforceable.

A rule must not go against another rule.

A rule should have a penalty for breaking it.

CREATING OUR OWN CONSTITUTION

Anticipatory Set -- Call the students' attention to their list of rules [activity from Rules, Rules, Rules which should be posted on the wall]. Ask: "Who made these rules?" The response should be to the effect that "we all did." Reflect on how hard they all worked at making a good list of rules. Discuss any disagreements that arose and ways that they were resolved. Establish the idea that each member of the group is an important part of the community with the right to be recognized and have his/her ideas respected.

Statement of Objective -- Having carefully thought about the rules they developed for the group, students will turn this list of rules into a formal document or **constitution** .

Input --A **constitution** is a set of rules by which people agree to live. A constitution that is made by the people and for the people works if the people take responsibility for making a good constitution and keeping it working. As we work toward drawing up our class "constitution", you will begin to understand the idea of a constitution and what went into the making of the United States Constitution whose bicentennial we commemorate in 1987.

Check For Understanding --

1. In your own words, give the meaning of a constitution.
2. What helps make a constitution work?

Guided Practice --

1. Spend some time reviewing the list of rules and the tests for rules.
2. Ask if anyone has found something that might be reconsidered or changed.
3. Ask if any additional rules should be added.
4. Discuss what these rules do for the group. What is their purpose?

-- Draw out from the students that some of the rules are meant to keep us safe and healthy, some rules protect our property, and some rules help us get along together.

-- Discuss the purposes of the group and how the rules of a group should help achieve those purposes. For example:

-- One of the purposes of a community group may be to reach a goal through teamwork, so the rules should help the group work together.

-- A major purpose of a classroom group is to learn, so the rules should help create an environment in which students can learn.

5. Spend as much time as necessary to review the rules to see if they do help achieve the purposes of the group. Here may be the time to introduce the role of the responsible adult to work with them to be certain that their rules are fair and achieve the purposes of the group. As an adult leader/teacher you have experience, expertise that the students do not possess and an obligation to review these rules. Identify any rule you feel should be deleted, explain your reasons, and explain why you are dropping the rule. By handling this review sensitively, the students will not feel threatened and only more secure in knowing that you have taken such care of their welfare. You may not find any needed deletions or changes.

Activity --

1. Note that it would be a good idea to turn this carefully thought out list of rules into a formal document or **constitution**, recalling that "a constitution is a set of rules by which people agree to live."
2. Reflect on the fact that a constitution contains the most important rules for a group. If the list seems particularly long, you may wish to help the students pare it down by dropping the less important rules or rules that may be subsumed under other rules.
3. Depending upon the ages of the students, their "constitution" may well contain no more than 10 to 15 rules. [Take care to stress that while some rules may not appear in the constitution, there may still be rules that are important to follow.]
4. You may wish to discuss with the students the order in which the rules should be listed. Some possibilities include listing by order of importance, putting rules about similar things together, putting rules about health and safety before rules about property ...
5. Note that since these rules will form the basis for their constitution, it is very important that a majority of the members of the group accepts each rule. Have the students vote on each rule individually. A majority vote means that the rule will be part of the new constitution. Give your own affirmation of each rule after the vote is taken.
6. Post a new list with each of the rules that the students have accepted as part of their constitution, being sure that the rules continue to be expressed in language suggested by the students.

Closure -- Take a picture of the students following a rule they have made which will be posted with the appropriate rule on the bulletin board.

ADDING A PREAMBLE

ANTICIPATORY SET --Tell the students that the United States Constitution has an introductory paragraph which gives the reasons for establishing a constitution. Read the Preamble of the Constitution to the students. Give the students a worksheet containing the Preamble and ask them to read it in unison. Tell them that later on they will be asked to memorize this Preamble.

STATEMENT OF THE OBJECTIVE -- After reviewing their list of reasons why people need rules, students will develop these further as a **"preamble"** for the constitution they created for the class. Students will sign this completed document to signify agreement.

INPUT-- Write the word **"preamble"** on the chalk board with the following definition : **an introductory part of a constitution that states the reasons for and the purpose of the law.** Review this definition with the students.

On the chalk board translate the **Preamble** into simpler language :

We The People of the United States, in order to --

-- form an ideal group of states,
-- formally bring into existence the principal of treating all persons equally according to the law,
-- make certain that the nation remains at peace within itself,
-- prepare for the protection of the people against all enemies,
-- seek a state of health, happiness, and prospering for its people,
-- gain possession of the benefits of freedom to ourselves and future generations,

do make official and bring into existence this **Constitution** for the United States of America.

CHECK FOR UNDERSTANDING -- On the worksheet beneath the Preamble, ask the students to rewrite it in their own words. [You may wish to permit them to refer to the translation on the chalk board]. Upon completion, students may read their translations to a neighbor. Call on volunteers to share theirs with the class.

GUIDED PRACTICE/ACTIVITY --

1. Call the attention of the students to their earlier discussion [see Lesson on Rules, Rules, Rules - INPUT] regarding the **reasons for having rules** and to the chart listing these.

ADDING A PREAMBLE

2. Students may work in groups or individually to **incorporate these reasons into a preamble for their constitution.**
3. With younger students, the teacher may wish to discuss together their reasons for rules, and assist them in **incorporating these into a "preamble" for their constitution.** [One elementary classroom drew up this preamble for their constitution :

"**We the students** of Mrs. R's class, in order to live in harmony, learn well, stay healthy, and enjoy each day together, have made these rules..."]

CHECK FOR UNDERSTANDING -- See if students understand what their task is and, if working in a group, with whom they will be working and what is expected of each student; completion time; reporting to the class; reaching consensus; transferring the class constitution [students' preamble and rules] to a large sheet of paper.

CLOSURE --Tell the students that everyone - including you - will now **sign the constitution** * that you have drawn up together. Each persons' signature will signify that he or she agrees to live by this constitution.

You may wish to make this a rather solemn, formal ceremony to signify the importance of the occasion. Have someone take pictures of the signing which can be posted with the constitution and which will facilitate further comparison with the United States Constitution.

Display the constitution prominently so that the children can refer to the rules easily each time the group meets or each day in the classroom. Post the photographs of the signing with the document.

Provide a copy of the constitution for each student to keep and one to take home. [Send a note home for parents to promote awareness of the process, to encourage discussion of the ideas, and suggest follow-up in the home setting.]

Make a bulletin board entitled "Living Under Our Constitution." Throughout the year take pictures of the students following the rules they have made. Post the pictures along with the appropriate rule on the bulletin board.

ASSIGNMENT-- Have the students **memorize** the **PREAMBLE OF THE UNITED STATES** - two lines each day until completion.

* See Activity : **MAKING OLD FASHIONED INK**

Laura Stein and first graders, Alexandria, VA Public Schools. Alexandria Journal and Globe.

Room 3s Constitution

We, the members of this class have decided that we will work learn, play, and grow together this year. We will try to be Super Citizen We feel these rules will help us do this

1 Cooperate with everyone and work together
2. Be kind, polite, and good in school
3 Take your own turn and be fair.
4 Raise your hand to speak.
5 Pay attention and follow all directions.
6 Listen to the adults and your classmates.
7. Work quietly in the classroom- whisper.
8. Use the chair the right way
9. Always walk quietly in school
10 Take care of all property

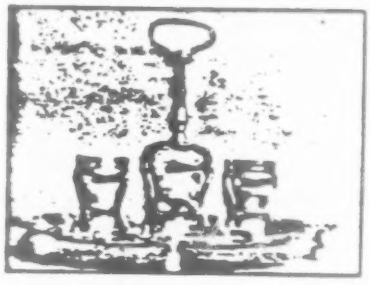
The members of this class, the children and the teacher, shall have the responsibility to make sure these rules are followed The teacher shall make the final decision as to whether the rules have been obeyed.

If we need to change these rules, or add to them as the year goes on, we will talk about it, and do what is necessary

Signed:

Scott Ryckell
Erica Gary
Michael Nicole
Sean Billy
Tawanda Ms Stein
Jerd Gina
Nathan Anna
Katherine Lena
Jane
Monique Ali
Jonathan
Jimmy
Crystal
Ted
Kelsey

October 1, 1985



Signing the Constitution

Making Old-Fashioned Ink

Make some old-fashioned ink with your students — similar to the ink used, perhaps, to write and sign the Constitution of the United States. Let the children use it with feathers (quills as they are called) to practice writing their names. Then they can all take turns signing their classroom constitution with a quill and old-fashioned ink.

1 tsp. tannic acid, small plastic cups, 1 tsp. iron sulfate, toothpicks, pens, quills or fountain pens.

Have each child dissolve ¼ tsp. tannic acid in 1 tsp. water. Then dissolve ¼ tsp. iron sulfate in 1 tsp. water. Note the color of each solution. Now pour the two together. The new substance is old-fashioned ink.

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IT IS WRITTEN

Anticipatory Set -- Have students color in the 13 original states on desk copies of the map of the United States.

Statement of Objective -- Using the **United States Constitution** itself and the setting long ago in Philadelphia in which it was forged, students will gain a sense of rule-making. Activities, including the **"signing on"** to the Constitution, will help students relate that historical period to our time and to their own lives.

Input -- Using a transparency of a diagram of **The United States Government** depicting the three branches of government, point out to the students the powers of each branch.

Guided Practice --

1. Display a "parchment" facsimile of the original U.S. Constitution signed in 1787 on the bulletin board. Leave another one [along with a modern copy including the changes in text and the amendments] on a counter for a closer look.
2. Post pictures of the signers at the Constitutional Convention and of Independence Hall.
3. Tell the story of the convention, which started in May and lasted through the summer until the signing in September. [Refer to background material at the end of this lesson]. Look at a picture of Independence Hall and talk about the building.
4. Look at a facsimile of the U.S. Constitution signed in 1787, noting its structure, which includes a preamble, articles, and signatures.
5. Refer to the constitution produced by the group. Hold it up or post it beside the U.S. Constitution. Recall the process of deciding on rules and signing the document.
6. Show a modern copy of the Constitution and point out to the students that the Constitution has been changed and amended.
7. Use a copy of a painting of the signing of the Constitution. Point out some of the familiar faces in the painting, e.g. Benjamin Franklin and George Washington. [You may want to show larger portraits of famous leaders, if available]. If you have taken pictures of the students signing their constitution, draw parallels between the students and the signers of the U.S. Constitution.

IT IS WRITTEN

Activities --

1. Show a videotape and/or a film on people and events relating to the Constitution.
2. Divide the class into groups assigning each a topic of research :
   -- separation of powers in the three branches of government;
   -- checks and balances providing the basis for a strong government;
   -- some of the signers of the Constitution [George Washington, James Madison, Benjamin Franklin, Alexander Hamilton . . .]
3. Have students make a large collage or mural about the Constitution to hang in the school, city hall, the community library, . . .
4. Using a diagram of The United States Government and the directions given at the close of this lesson plan to make a game.

Closure -- Tell the students that since they have become quite knowledgeable about the Constitution, having developed their own and studied the U.S. Constitution, they will be asked to "**sign on**" **to the Constitution** to signify that they understand the principles of the Constitution and accept the rights and responsibilities it bestows upon them.

Have each student sign the document, "**This is my Constitution.** I'm putting my name on the line."

Evaluation --

1. Assign the Family Activity worksheet.
2. Ask students to review the Study Help worksheet and answer the questions below the diagram.

RESOURCES FOR TEACHING ABOUT THE UNITED STATES CONSTITUTION

I. WHAT'S YOUR OPINION ?

1. Newspapers in Education, Newspapers : An Exciting World At Your Fingertips, Daily Press and The Times Herald, Newport News/Hampton, VA. A two week introductory unit to the newspaper offered to teachers of their community.

II. THE CONSTITUTIONAL CONVENTION

1. McPhillips, Martin, The Constitutional Convention, Silver Burdett, .
THE CONSTITUTIONAL CONVENTION

1. McPhillips, Martin, The Constitutional Convention, Silver Burdett, Morristown, New Jersey, 1985.

2. The New Book Of Knowledge, Volume 19, Grolier, Inc., Danbury, Connecticut, 1981, pages 144 - 158.

3. Rossiter, Clinton, The Grand Convention, Macmillan, New York, 1966

III. RATIFY ? YES !

1. Sgroi, Peter, ... this Constitution, Franklin Watts, New York,1976, pages 27 - 50. Describes how the Constitution was written, revised, approved, and enacted. Includes an outline of its articles and amendments.

2. Vaughn, Harold Cecil, The Constitutional Convention, 1787, Franklin Watts, New York, 1976, pages 53 - 79. Describes the events leading up to and during the Constitutional Convention and discusses its importance in subsequent American history.

IV. FUNDAMENTAL FREEDOM

1. The New Book of Knowledge, Volume 19, Grolier, Inc., Danbury, Connecticut, 1981, pages 144 - 158

Teacher Resources

1. Bowen, Catherine Drinker, Miracle at Philadelphia, Little Brown and Company, Boston, Massachusetts, 1966.

2. Fairfield, Roy P., The Federalist Papers, The John Hopkins University Press, Baltimore, Maryland, 1981.

3. Schechter, Steven L.,Federalism in the Federalist, Russell Sage College, Prepared for Center for Study of Federalism, Temple University, 1985.

RESOURCES FOR TEACHING ABOUT THE UNITED STATES CONSTITUTION

I. WHAT'S YOUR OPINION ?

1. Newspapers : An Exciting World At Your Fingertips by Billie Paxton Einselen, Educational Services Manager, Daily Press /The Times Herald, Newport News, VA, 1979. A two week introductory unit to the newspaper.

II. FUNDAMENTAL FREEDOM

1. The New Book of Knowledge, Volume 19, Grolier, Inc., Danbury, Connecticut, 1981, pages 144 - 158

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3. Schechter, Steven L.,Federalism in the Federalist, Russell Sage College, Prepared for Center for Study of Federalism, Temple University, 1985.

V. **RULES, RULES, RULES**

1. American Bar Association in association with World Book, Chicago, Illinois, 1986, Helping Children to Understand the Constitution, pages 2-3.

VI. **CREATING OUR OWN CONSTITUTION**

1. American Bar Association, pages 4-5

VII. **PREAMBLE**

1. American Bar Asociation, page 5.

VIII. **IT IS WRITTEN**

1. American Bar Association, pages 6,10, 11, inside front cover, outside back cover.

2. Mc Auley, Karen; Wilson, Richard Hall, The United States Past to Present, D.C. Heath and Company, MA, 1985, Teacher's Ed, pages 95e - 95f, 199a - 199d, 212.

3. Daily Press, Newport News, VA, Trudeau, Garry, Doonesbury, July 26,1987.

XIX. **A FUNDAMENTAL FREEDOM**

1. American Bar Association, pages 7-8, 12-15.
2. D.C. Heath and Company, page 211
3. Barron's Educational Series, Inc., Figure 3, page 21.

RESOURCES

V. " SIGN ON " TO THE CONSTITUTION

1. American Bar in Association with World Book, Chicago, Illinois, 1986, Helping Children to Understand the Constitution, pages 6,10, 11, inside front cover, outside back cover.

2. Mc Auley, Karen; Wilson, Richard Hall, The United States Past to Present, D.C. Heath and Company, MA, 1985, Teacher's Ed, pp.95e-f,199a-d, 212.

3. Carmer, Carl, Editor, Cavalcade of America, Crown Publishers, Inc., Lothrop, Lee, & Shepard Co., Inc., New York, 1956 The deeds and achievements of the men and women who made our country great.

4. Findlay, Bruce and Esther, Your Rugged Constitution, Stanford University Press, Stanford, California,1969. How America's house of freedom is planned and built.

5. Fisher, Dorothy Canfield, Our Independence And The Constitution, Random House, New York, 1950. United States History -- Revolution 1775 - 1783 Fiction, United States History -- Confederation 1783 - 1789 Fiction.

6. Mitchell, Broadus and Mitchell, Louise, Biography of the Constitution of the United States, Oxford University Press, New York, 1964. A biography of the Constitution of the United States : its origin, formation, adoption [and] interpretation.

7. Morris Richard, B., Witnesses At The Creation, Holt, Rinehart, and Winston, New York, 1985. 1. Hamilton, Alexander, 1757 - 1804. 2. Madison, James, 1751 - 1836. 3. Jay, John, 1745 - 1829. 4. United States Constitution. 5. United States - Politics and government -- 1783 - 1789.

8. Whitney, David C., Founders Of Freedom In America, J. G. Ferguson Publishing Co., Chicago, Illinois, 1964. Lives of men who signed the Constitution of the United States and so helped to establish the United States of America.

9. Witty, Dr. Paul, and Kohler, Julilly, You and the Constitution of the United States, Children's Press, Chicago, Illinois, 1948. "What America means to me," by Graham Finney [page151] was one of the essays chosen for a scholarship award by the Quiz Kids radio program in 1947.

Resources for Teaching About the United States Constitution in the Elementary Grades

The World Book Encyclopedia

This resource has an article on the Constitution which serves as an excellent introduction and overview for students. It includes a copy of the entire Constitution and has an index which will help readers find references to specific subjects covered in the document. The article also lists additional resources and questions for discussion. For a free reprint of the World Book article, write to World Book, Inc., Merchandise Mart Plaza, Station 99, Chicago, IL 60654, or contact your World Book representative (look in the yellow pages under "Encyclopedias").

The resources listed here represent a small portion of the materials currently available. Teachers, project leaders, and students will want to use the many basic texts and references available on the Constitution.

For Teachers and Project Leaders

American Bar Association

Salute to the Constitution. 1985-1987. *Newsletter, published three times a year, with current information for educators and project leaders on bicentennial activities and resources for young people. Free upon request.* **Grades K-12.**

Update on Law-Related Education. Magazine, published three times a year; a 10 issue constitution packet is available. Current issues focus on ideas and teaching strategies on the Constitution. **Grades 5-12.** *$14.50 for ten-issue packet: PC#738-0100. $9.50 for subscription (3 issues each year): PC#738-2000. Order from ABA Order Fulfillment, noting PC numbers, 750 North Lake Shore Drive, Chicago, IL 60611.*

We the People — A Program Planning Guide. 1986. *This guide provides instructions on how to organize for community activities: building coalitions, fundraising, publicity, working with the media and the schools. Includes a bibliography of written and audiovisual materials on constitutional topics. $5. Make checks payable to the ABA. Order from the Commission on Public Understanding About the Law at the address listed above.*

American Bar Foundation

Sources of Our Liberties — Documentary Origins of Individual Liberties in the United States Constitution and Bill of Rights. edited by Richard L. Perry. Revised edition, 1978. *Single volume containing English and American documents constituting the major legal sources of our individual liberties. Starting with the Magna Carta and ending with the Bill of Rights. Commentary and the text for each are included. Basic resource for teachers and secondary students. $7.50 plus $2.50 postage and handling charge.*

American Bar Foundation, American Bar Center, 750 North Lake Shore Drive, Chicago, IL 60611.

Fairfax County Public Schools

The Constitution and the Early Republic — Teacher's Guide and Resource Handbook. *A fifth-grade unit in which students focus on the years from 1783-1815 in American history. This nine-week unit takes a humanities approach which integrates the study of literature, art, architecture, music, and ideas of the period with the political, social and economic history of the times. This curriculum document was drafted, tested and revised in the Fairfax County Public Schools. Write for an order form.* **Grade 5.** *$15.*

Fairfax County Public Schools, Department of Instructional Services, the Donald Lacey Instructional Center, 8705 Crest Drive, Annandale, VA 22003.

National Archives

A More Perfect Union: The Creation of the United States Constitution. *In narrative form, this booklet chronicles exciting events in Philadelphia in 1787 that led up to Constitution of the United States. Contains full text and photographs of the original document. #216 $2.50.*

The Formation of the Union: A Documentary History. *This booklet relates the story of the period from 1774 to 1791 when the original 13 colonies joined together to form an independent nation. Focus is on major events from the first Continental Congress through the adoption of the Bill of Rights. (Illustrated with photographs of 38 original documents.) #280 $2.50.*

Posters:

Declaration of Independence 34 x 43 inches #6302 $.

Constitution of the United States 31 x 38 inches #630 $2

Bill of Rights 31 x 23 inches #6303 $2

Charters of Freedom: *Booklet on the documents listed above. #202 $1*

Ask for a listing of all their constitutional materials, which include: books, facsimiles and reprinted texts of the Constitution and major documents, calendars, microfilm publications and guides of federal records (including the Records of the Constitutional Convention of 1787. One

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roll, M866, $20). Minimum order, $5. For orders up to $10 add $1.50 for handling; for orders from $10 up to $50 add $3.

National Archives and Records Service, Washington, D.C. 20408.

Project '87
(A joint undertaking of the American Historical Association and the American Political Science Association)

"The Blessings of Liberty" — An Exhibit for the Bicentennial of the Constitution. Project '87, 1986. *Twelve full color poster panels, 22" × 36", on the framing of the United States Constitution. Three posters are designed for each of the following categories: **Leading Up to the Constitution, The Creation of the Constitution,** and **The Enduring Constitution.** Teachers' guide provided. $70 per exhibit, including postage, $100 per mounted, free-standing exhibit, including postage.*

Project '87, 1527 New Hampshire Ave., N.W., Washington, DC 20036.

Television — Report by Action for Children's Television
Television, Children and the Constitutional Bicentennial, edited by Peggy Charren and Carol Hulsizer. Cambridge, MA; Action for Children's Television. 1986. *Edited material from a symposium on programming opportunities for the 1987 Constitutional Bicentennial. There are listings of planned programs, organizations to contact, and resources. The guide to books and films contains many items that can be used in the elementary school. $10.*

Action for Children's Television, 20 University Road, Cambridge, MA 02138.

The Taft Institute
Constitutional Government in the American Setting, by Richard H. Leach. Washington, DC: The Taft Institute. 1985. *Description of the American constitutional system and its philosophical background, includes pullout Constitution and timeline. Designed for teachers.* Grades 8-12 *$6 plus $1.50 for postage and handling.*

The Taft Institute for Two-Party Government, 420 Lexington Ave., New York, NY 10170.

Background Reading on the Constitution

This is a selected list of titles. Your school or local library will have more biographies and histories relating to historical sources, the Constitution, the founders, and the period.

Bowen, Catherine Drinker. ***Miracle in Philadelphia: The Story of the Constitutional Convention, May to September 1787.*** Boston: Atlantic Monthly Press, 1986. (8 Arlington Street, Boston, MA 02116.) *Reissue of a readable narrative of the creation of the Constitution.*

Currie, David P., Joyce Stevos, John Patrick, and Richard Remy. ***The Constitution,*** Scott Foresman, 1985. (1900 East Lake Avenue, Glenview, IL 60025.) *Useful study book for grades 7-12 on the Constitution with background information, constitutional annotations and glossary. Teacher's handbook includes lesson plans, seven Project '87 lessons, supplemental activities, and a Constitution test.*

Farrand, Max. ***The Framing of the Constitution of the United States.*** New Haven: Yale University Press, 1913. (302 Temple Street, New Haven, CT 06520.) *Short classic account of the Constitutional Convention taken from Madison's notes and other sources.*

Hamilton, Alexander, James Madison, and John Jay. *The **Federalist Papers,*** ed. with an introduction by Clinton Rossiter. New York: New American Library, 1961. (1633 Broadway, New York, NY 10019.) *The important original arguments for the ratification of the Constitution, published anonymously as "letters" to the public by the authors starting in October, 1787.*

Lockwood, Alan L. and Harris, David E. ***Reasoning with Democratic Values: Ethical Problems in United States History.*** Teachers College Press, 1985. (1234 Amsterdam Avenue, New York, NY 10027.) *Readings on historical events with ethical dilemmas relating to democratic values. Teacher's manual.*

Morris, Richard B. ***Witnesses at the Creation: Hamilton, Madison, Jay and the Constitution.*** New York: Holt, Rinehart and Winston, 1985. (383 Madison Avenue, New York, NY 10017.) *A description of how the Federalist Papers were written and used to promote ratification of the Constitution, for secondary school students.*

Rodell, Fred. ***55 Men: The Story of the Constitution.*** Harrisburg, PA: Stackpole Books, 1986. (P.O. Box 1831, Harrisburg, PA 17108.) *Reissue of a readable account of the men who attended the Constitutional Convention written for the 150th anniversary of the signing of the Constitution.*

Storing, Herbert J., ***What the Antifederalists were FOR.*** Chicago: University of Chicago Press, 1984. (5001 S. Ellis Avenue, Chicago, IL 60637.) *An introduction to the political thought of the opponents of the Constitution. For upper level high school students.*

Books for Students

This list highlights a few titles. Note that libraries and book stores contain many more stories, biographies, and historical resources relating to the Constitution and American government.

Students will gain from having a diverse collection of materials to examine in the classroom. Try to include: books on the history of the Constitution, biographies of convention delegates and people of the times, information on judicial review, and discussions of contemporary issues.

Fink, Sam. Illustrator and inscriber for: ***The Constitution of the United States of America.*** New York: Random House, 1986. (201 E. 50 St., New York, N.Y. 10022.) *A large artistic volume containing the complete Constitution, designed and published to honor the two-hundredth anniversary of the Constitution. Imaginative, pictures illustrate each article and amendment of the Constitution on separate pages. A pictorial version of the Constitution that makes it easy to view it as a document with distinct provisions.*

Fritz, Jean. ***What's the Big Idea, Ben Franklin?, Where Was Patrick Henry on the 29th of May?, Why Don't You Get a Horse, Sam Adams?, Will You Sign Here, John Hancock?*** New York: Coward, McCann Inc., 1974-76. (51 Madison Avenue, New York, NY 10010.) *Four books on well-known Americans that focus on their personal qualities and the background of events in their time. Stories and descriptions make historical figures come alive for younger children.*

Hilton, Suzanne. ***We the People: The Way We Were 1783-1793.*** Philadelphia: Westminster, 1981. (925 Chestnut Street, Philadelphia, PA 19107.) *Surveys the way that people lived during the first ten years of independence.*

Morris, Richard B. ***The American Revolution, The Constitution, The Founding of the Republic, The Indian Wars,*** and ***The War of 1812.*** Minneapolis: Lerner Publication Company, 1986. (241 First Avenue North, Minneapolis, MN 55401.) *Five history books for young people, grades 4-8, dealing with the founding period. The volume on the Constitution contains a simplified version of the document and complete background information at a reading level suitable for the middle grades and junior high school.*

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Section III: ***A Young Citizen's Guide to the United States Constitution***

The following pages are reprinted from *A Young Citizens Guide to the United States Constitution*. A selected bibliography is included.

A YOUNG CITIZEN'S GUIDE TO THE UNITED STATES CONSTITUTION

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Design for the new medal to mark the bicentennial of the Constitution.

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Judith E. Greenberg, co-author, is an educational consultant with the Carey-Greenberg Associates of Adelphi and Potomac, Maryland. Ms. Greenberg has been an educator for over 15 years and is the author and co-author of seven children's library books. She was Project Director of the 1986 Summer Constitution Institute at The Catholic University of America funded by the National Endowment for the Humanities. Currently, she is Project Director of CUA's 1987 Summer Constitution Institute, funded by the Commission on the Bicentennial of the United States Constitution. Both Ms. Greenberg and Ms. Carey have appointments to the Research Staff of the Education Department of The Catholic University of America. Ms. Greenberg has led many workshops on the subjects of the Constitution, and Using Newspapers and Primary Sources in the Classroom.

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INTRODUCTION

Although present-day Americans are blessed with the heritage of freedom, in reality it is not possible for parents to give liberty to their offspring, or for that matter, for teachers simply to teach it. Nor can we afford to imagine there is some sort of magic at work that guarantees our nation will have its rights for all time. Just as freedom had to be built by those who originally fought for it, so liberty can be lost again through carelessness or indifference.

In weighing the pros and cons of this country's most critical issues, with the rights of the individual — perhaps of many individuals — hanging precariously in the balance, we must conclude that all guarantees of human freedom ultimately depend upon a popular commitment to Constitutional principals. And "popular commitment" means active participatory citizenship.

A Young Citizen's Guide to the Constitution represents a positive step toward the goal of insuring such commitment among those who will come after us. Focusing on "10 great ideas of the Constitution," the *Guide* utilizes a contemporary approach that encourages young people toward a participatory attitude. Activities are constructed so that school-age youngsters see the Constitution in the context of their own lives and the lives of the people around them.

We are glad to see educators, publishers, and other public and private groups taking an interest in promoting an understanding of the Constitution. If, because of their efforts, future generations come to understand that our form of government exists not to insure the power of the State, but the rights of citizens; that the purpose of government in a democracy is not to bridle the masses, but, rather to maximize individual opportunity; and that the United States Constitution is concerned, first, with protecting individual liberties and, second, with efficiency, they will avoid the pitfalls of choosing attractive and expeditious antidotes over Constitutional principals.

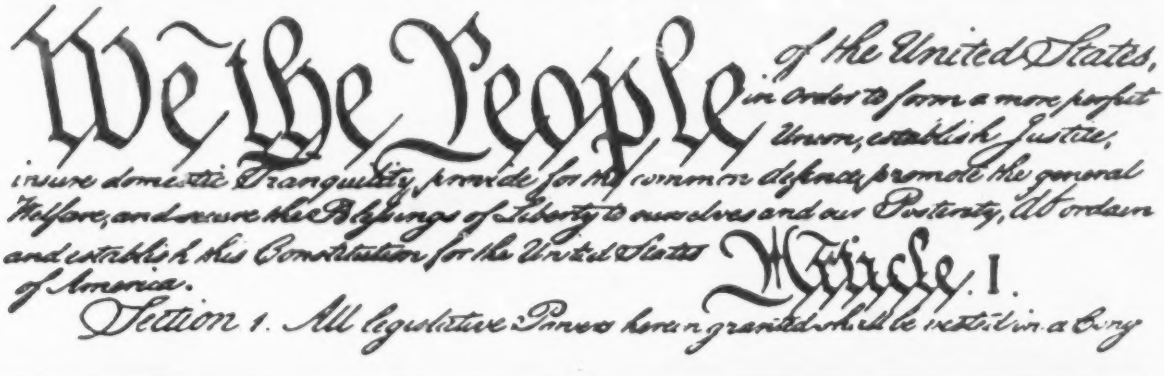
FOREWORD

In preparing this Teachers' Guide, our aim has been to create learning materials that enable students to practice citizenship as well as learn important Constitutional ideas. The major lessons are built around the theme "Ten Great Ideas in the Constitution," which are of historical and also contemporary importance. These issues are relevant and reflect the ongoing need to understand and appreciate our constitution.

The lessons and suggestions in this Guide may be altered to suit class needs, grade levels, and teaching styles. Elementary teachers may find a portion of each lesson is sufficient for their students. High school teachers may wish to use the entire lesson and extend the learning by choosing from the list of suggestions. More sophisticated classes may require additional activities assigned by the teacher. We suggest that these additions require the use of the newspaper and a large amount of student participation. Every lesson makes use of a daily newspaper and some lessons provide reprinted articles from The New York Times.

Teachers should check the list of materials needed for each lesson before introducing the lesson to the class. Social studies, language arts, and higher order thinking skills are emphasized in the activities in this guide. Students are encouraged to develop these skills through the use of the newspaper and the Constitution.

In addition to the lessons and teaching suggestions, this Guide contains information on the creation of the Constitution, strategies for teaching with visuals, and a list of resources for teaching about the Constitution.


We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. I.

Section 1. All legislative Powers herein granted shall be vested in a Cong

CREATING THE CONSTITUTION

Before the Constitution, the United States was governed by the Articles of Confederation. Under the Articles, the thirteen states were loosely organized in a government that had a Congress of one house; each state had one vote in this congress. There was no executive and no judiciary. In addition, the congress could not tax the people or the states or regulate commerce among the states and with foreign governments. Because it had so few powers and because of unrest in the young country, many people began calling for reform. On the other hand, there were just as many people who feared a strong central government and chose to ignore the growing trouble.

In Annapolis in 1786, James Madison, Alexander Hamilton, and others drew up a petition asking the Continental Congress for a meeting to revise the Articles of Confederation. In the summer of 1787, fifty-five delegates from twelve states arrived in Philadelphia to work on the revision. The meetings were conducted in strict secrecy in the Pennsylvania State House (Independence Hall). The delegates soon realized that revising the Articles was a hopeless task and, in spite of the orders of the Continental Congress, they wrote an entirely new document — The Constitution.

With George Washington presiding, and through a series of vital compromises, the delegates decided upon a two-house Congress, an executive branch headed by a President, and a Supreme Court. A system of checks and balances would keep the three branches roughly equal in power and the government running smoothly.

On September 17, 1787, the new Constitution was ready for the delegates to sign. Most Americans saw the Constitution for the first time as it appeared in the newspaper. They celebrated the new and stronger government with parades, festivals, and triumphal marches. However, there were Americans who were opposed to the new plan of government. The Federalist and the Antifederalists debated the pros and cons of the Constitution for months. The most famous essays, eighty-five written under the pseudonym "Publius," were published in newspapers of the day as the Federalists Papers. The ninth state ratified the new Constitution in 1788, and it became the law of the land on March 4, 1789. George Washington was the first President.

The committee on style, responsible for the phrasing of the United States Constitution in 1787.

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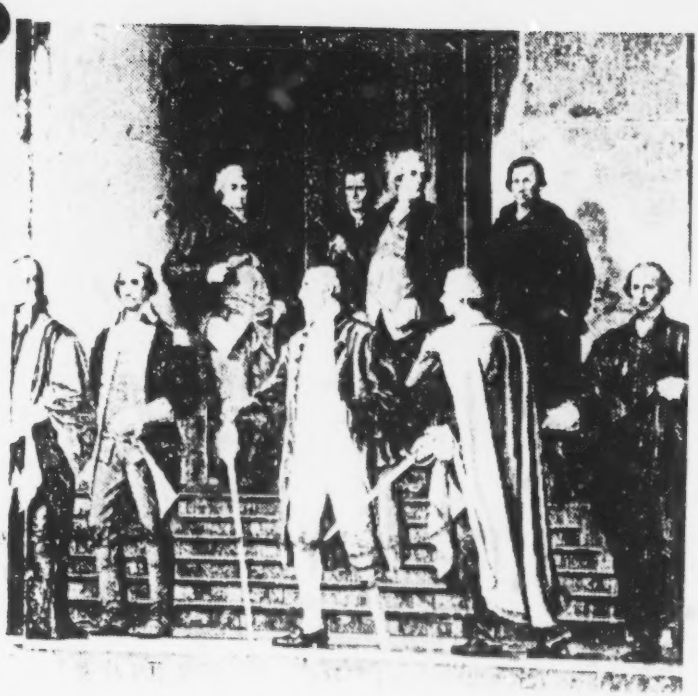

TEACHING WITH VISUALS

Knowing how to look at portraits, pictures, photographs, maps, and other visuals is an important skill for students to develop. Visuals can help tell a story, give additional facts, show how people looked, give a sense of time; or show where an event took place in relation to other places. Visuals can reach across two centuries and reveal the Constitution in a way that words cannot. They make the great events come alive as if we were there and will help students understand the great story of our government. To get the most information from visuals, students should be asked some or all of these questions:

- Who are the people or what are the objects that you can see in the picture?
- Who or what seems most significant? why do you think so?
- What action is taking place?
- Are important facts detailed?
- In your own words, what is the message in the picture? What is the purpose of the picture — to entertain, inform, persuade, or corroborate facts?
- What does the caption say? How do the words help you to understand the picture?
- Where and under what circumstances was the picture made?

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Our Enduring Constitution

LESSON 1:
COMPETITION, TRADE, AND THE CONSTITUTION

POWERS OF CONGRESS

When our constitution was written, the framers gave the Legislative Branch enormous powers, including the ability to tax, make laws, and regulate commerce. By analyzing news articles that illustrate the powers of Congress, students will learn that these powers, while extensive, are not unlimited. They will also be able to explain the various powers of Congress and how they function today.

MATERIALS

- Copies of the Constitution
- Large Chalkboard or bulletin board (or wall)
- Daily newspapers

PROCEDURE

Have students read the enumerated powers of Congress found in Article 1, Section 8 of the Constitution. Make column headings for each power and put them on the board. Using the daily newspaper, have students collect clippings from all sections of the newspaper that illustrate each of the eighteen listed powers of Congress. Choose the best examples to put on the board under each column. Explain to the class how the examples show the power being used today.

At the conclusion, have the entire class consider:

1. Why do you think the framers spelled out each of the powers of Congress when the powers of the Executive Branch and the Judicial Branch are much shorter and less specific?
(They wanted to set up a strong central government, yet hoped to prevent an overly powerful government by specifically listing the powers of Congress. Congress was originally the most important branch because it is considered the voice of the people).

2. Can any government function without the first three powers of Congress?
(No, they can't. Every government must have the ability to tax, to borrow money, and to regulate commerce).

3. Did our government have these powers under the Articles of Confederation?

(No, and these weaknesses led to the Constitutional Convention in 1787).

4. Explain this statement: The power to tax people directly makes the government a government of the people rather than a confederation of states.
(Answers will vary. Under the Articles of Confederation, the states had this power and could decide whether or not to give money to the government).

5. Many people think Clause 18, the "elastic clause," was perhaps the greatest grant of power given to Congress by the convention. Agree or disagree. (This clause has allowed the government to adapt to the needs of the times).

6. Article 1, Section 8, Clause 3 says that Congress can "regulate commerce with foreign nations, and among the several states..." This clause has been used to allow Congress to regulate activities if they have a substantial effect on interstate or foreign commerce. Which of the following are constitutional based on the commerce clause?

a. Putting a tariff on Japanese automobiles brought into the United States.

b. Regulating the price of railroad tickets.

c. Establishing safety rules for airplanes.

d. Requiring a restaurant to serve people of every race.

e. Telling an employer he has to bargain with the union his workers belong to.

(The commerce clause was used to allow Congress to legislate on all of the above).

YOUNG CITIZENS GET INVOLVED

Does your school have a student government? Does the student government have a constitution? If it does, get a copy of it and compare it to the Constitution of the United States. Would you add or change anything in your school government constitution? If you do not have a school government, you might want to write a constitution that would help your school form a student government. Be sure to consider these questions when writing your constitution.

1. What is the purpose of your student government?

2. How will representatives be elected — what are their duties?

3. Where and when will the meetings be held?

4. Will there be dues?

5. Who are the officers — how are they elected and what are their jobs?

6. How can this constitution be amended?

7. How will the students in your school approve (ratify) this constitution?

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LESSON 2:
THE CONSTITUTION AND NATIONAL SECURITY

The Constitution gives Congress the power to make laws about crimes committed on international waters. Congress can also make laws to punish people who break treaties, or do not follow international laws. (Article 1, Section 8, Clause 10). Only Congress has the power to declare war and make rules about seizing enemy property. (Article 1, Section 8, Clause 11). Under the Constitution the President commands all of the country's armed forces, including the state militias (national guard) when they are called into national service. (Article 11, Section 2, Clause 1). Working out agreements with foreign countries (treaties or executive agreements) and appointing ambassadors is the job of the President. The Senate may reject treaties and ambassadors. Students will be able to answer the question: Who plays the most important role in the area of national security — the President or the Congress? They will also be able to organize the data they have collected.

MATERIALS

- Daily newspaper
- Notebook paper

PROCEDURE

Ask students to find an article in the daily newspaper that deals with one of the following topics: terrorism, foreign policy, the armed forces, presidential appointments to other nations, and national security in general. After reading the article carefully, each student should answer these questions:

1. What information do you get from the headline?

2. What is the topic of the article?

3. Who are the main people mentioned in the article?

4. What facts are mentioned in the first paragraph of the article?

5. What supporting details are included in the remaining paragraphs?

6. Write a brief summary of the article, especially noting the role of the President or Congress in the event.

Next, students are grouped as Pro or Con for a debate about: Resolved, national security is more dependent on Congress than it is on the President. Have each group meet and choose the team that will represent them in a debate. The entire group prepares for the debate by using the collection of articles and the answers to their questions. At the end of the debate, students should answer the question: Who has the most important role in the area of national security — the President or Congress?

A student conducting a survey to find out what other people are thinking.

YOUNG CITIZENS GET INVOLVED

How do you think other people feel about fighting terrorism, the effect of the Iran-Contra affair on the President's ability to conduct foreign affairs, reinstituting the draft, or the limiting of the President's power through the War Powers Act? A survey can help you find out what other people are thinking. Use these steps and newspaper polls to help you conduct your own survey.

1. Carefully state on paper the issue you want to find out about.

2. Decide who you want to survey and do a random sample of that group. For example, the seventh grade, veterans, teachers, the social studies class, or people in the community.

3. Write the questions to be used in the survey. Your questions should be easy to understand, and require short answers. Write questions that require people to answer strongly agree, agree, no opinion, disagree, strongly disagree, or always, sometimes, seldom, never. Each person in the survey must be asked exactly the same question.

4. Distribute the survey and tally the responses.

5. Summarize the data, including totals for each question. What have you found out?

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LESSON 3:
THE JUDICIARY

THE SUPREME COURT

The centerpiece of America's judicial system is the Supreme Court. The Court has the power to review laws and government practices in order to judge their constitutionality. This power is called judicial review and was formally pronounced early in our history in the case of Marbury v. Madison. Although it may seem that the Court's power is boundless, the system of checks and balances prevents the Court from abusing power. Students will learn that the judicial branch of government interprets the Constitution and that the Court is often the center of controversy because critics feel the Court is making laws rather than interpreting constitutionality.

MATERIALS

- Copies of Supreme Court I.Q. Quiz
- Copies of News Article ('Murder Wish Held to Be Free Speech,' 6-25-87 New York Times).

(See article on page 32)

PROCEDURE

Distribute the I.Q. Quiz and go over the answers with the class. Have students correct all NO statements so that they become Yes statements.

WORKSHEET

NAME _____

DATE _____

What is your Supreme Court I.Q.?

Write yes if the statement is correct. Write no if it is not.

____ **1.** Congress created the Supreme Court.
____ **2.** The Supreme Court can decide if a person is guilty of a crime or not.
____ **3.** Supreme Court justices are elected.
____ **4.** The Supreme Court has a total of nine justices.
____ **5.** You have to be a lawyer to be a Supreme Court justice.
____ **6.** The Supreme Court can declare laws passed by Congress unconstitutional.
____ **7.** Supreme Court justices keep their jobs for life.
____ **8.** The Supreme Court creates the state courts.
____ **9.** The President decides how many justices will be on the Supreme Court.
____ **10.** The Supreme Court is the highest court in the country.

SCORING

8 to 10 correct. You're Supreme!

4 to 7 correct. You get to wear a robe!

1 to 3 correct. The gavel hits you on the head!

Using the article, students find the following words and define them, based on context clues and answer the questions.

VOCABULARY

justice
dissent
upheld
majority
opinion
concurrence
precedent

QUESTIONS

1. Which amendment protected the woman's right to say what she did?

2. What did the Court decide?

3. What was the woman's job and where was she working at the time she made the statement?

4. When did the incident occur?

5. Write your opinion of this case and label it Majority, Concurring, or Dissenting.

YOUNG CITIZENS GET INVOLVED

When a justice retires or dies, the President appoints a new justice to the Supreme Court. The challenge is to find a person who reflects the President's philosophy, will be confirmed by the Senate, and is qualified for this high position. Before a candidate is appointed the President will consider that person's stand and record on many controversial issues. If you were a member of the President's White House staff and you had to recommend a candidate, who would it be?

1. Examine your own feelings about some of the important issues of the day, such as legalized abortion, affirmative action, the death penalty, matters of privacy, a balanced budget, discrimination, religion in the public schools, forced busing, and mandatory testing for drugs and AIDS.

2. Decide how you think the new justice should vote on cases that deal with these issues.

3. Follow the newspapers for information about potential appointees and the issues.

4. Predict how you think your choice for justice will change the Court.

WORKSHEET ANSWERS

1. No. Constitution did; 2. No. It decides constitutionality and settles interstate controversies; 3. No. They are appointed by the President and approved by the Senate; 4. Yes. 5. No. Qualifications are not listed in the Constitution. 6. Yes. 7. Yes. During "good behavior" or life tenure; 8. No. Congress does; 9. No. Congress does; 10. Yes.

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LESSON 4:
ARTICLE V: AMENDING THE CONSTITUTION

Article V spells out the rules for changing the Constitution. Amendments may be proposed in two ways: either by a two-thirds vote in Congress or by a convention called by two-thirds of the state legislatures. And three-fourths of the state legislatures must approve, or ratify, a proposed amendment before it becomes part of the Constitution. Because the process is so difficult, there have only been 26 amendments adopted in 200 years. Ten of these were made in 1791 (Bill of Rights). Over the years several thousand amendments have been proposed in Congress, but only thirty-three have been submitted to state legislatures for approval.

By analyzing and drawing political cartoons, students can determine the message and the point of view of the cartoonist and present their own. They also discover that the framers didn't want to make the Constitution too easy to change.

MATERIALS

- Copies of Article V of the Constitution
- Copies of political cartoon
- Art supplies

PROCEDURE

Begin by asking the class to answer this question: Did the framers think that Americans would ever change the Constitution? (Yes, Article V provides for amending the Constitution). Have the class look at Article V and tell how the constitution may be amended. When the class understands the amending process, ask them why they think the framers made it so difficult to change the Constitution. (They wanted any change to be well thought out and favored by a large and geographically diversed portion of the people).

Distribute copies of the E.R.A. cartoon (or use a current cartoon that deals with constitutional change). Explain that this is one amendment that was proposed but not passed by the states. Ask students to look at the picture and the words in the cartoon, and answer these questions:

1. What is the issue shown in the cartoon?

2. What is the message in the cartoon? How do you know? Do the words or picture tell you? Both?

3. Which side of the issue does the cartoonist support?

Gene Basset, United Features Syndicate

4. What mood is expressed in the cartoon? In what ways does the mood match the message of the cartoon?

5. Do you agree or disagree with the cartoonist?

6. In what section of the newspaper do you find political cartoons? Why are they found there?

Next, present this list of proposed constitutional changes that reformers feel are necessary to make the government more workable. Each student should choose one change and draw a cartoon that shows a pro or con point of view. As an extension of this activity, select five or six of the best cartoons and make transparencies. Have the class use the first five questions above to discuss each cartoon.

PROPOSED CONSTITUTIONAL CHANGES

1. Balance the Budget

2. Have a four-year term for Representatives and an eight-year term for Senators

3. Presidential line—item Veto

4. Allow Congressional representation in the President's cabinet

5. Allow Washington, D.C. to elect senators and representatives as it would if it were a state

6. Let voters decide on important bills that can't get through Congress

7. Ban smoking everywhere

YOUNG CITIZENS GET INVOLVED

Is there an election coming up in your community, state, or national government? Call, write, or visit campaign headquarters and ask the candidates how they feel about any of the constitutional changes that you discussed in class. After meeting with the candidates, you may wish to campaign for the one that you want to see elected. Candidates always need volunteers to put up posters, stuff envelopes, answer phones, distribute campaign material to voters, and help at the polls.

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LESSON 5:
THE FIRST AMENDMENT: GOD AND GOVERNMENT

FREEDOM OF RELIGION

The Framers of the Constitution were careful to keep religion out of the Constitution in an effort to avoid any church-state problems. There are only two actual references to religion in the body of the Constitution. The first is found in Article VI, "...but no religious Test shall ever be required as a Qualification to an Office or public Trust under the United States." The second is in Article VII with a reference to, "the year of our Lord." However, the First Amendment says, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..." By making decisions students will learn about the establishment clause and the free exercise clause of the First Amendment.

MATERIALS

- Copies of the Worksheet

PROCEDURE

Distribute the worksheet "The Constitution and Religion: You Decide." Be sure that students understand the explanation of the establishment clause and the free exercise clause. After students have completed the worksheet, discuss their answers as a whole class.

WORKSHEET ANSWERS

1. Based on the establishment clause, the Court ruled that the school could buy the books with tax money because books would benefit the child not the religion.

2. In Wisconsin v. Yoder, 1972, the Court said that religious beliefs do sometimes override a general law. In this case the child could end his schooling at grade eight. The free exercise clause protects his First Amendment freedoms.

3. In 1979 the Court ruled that a person does not have to give up his religion if he wishes to hold public office. Free exercise of religion does not require surrendering the right to hold public office.

4. In Engel v. Vitale the Court said that the parents were right. The prayer was a religious activity and, by requiring it, the state was, in effect, establishing a religion.

WORKSHEET

NAME _____

DATE _____

RELIGION AND THE CONSTITUTION: YOU DECIDE

In Amendment I the Constitution protects your right to worship as you please through the establishment clause and the free exercise clause. In each of the cases below, you are the judge. As you make a decision, remember that the establishment clause says a law is unconstitutional if the law sets up an official church or aids one religion, helps all religions, or prefers one religion over another. Also remember that the free exercise clause protects the right of every person to worship or believe as he or she wishes (or to have no religious beliefs at all). Both of these clauses apply to state and local government as well as national government. In each of the cases below you are to decide who is right and which clause protects them.

1. A parochial school wants to use tax money to buy science books for the students in their school. The townspeople say No.

2. The parents of an Amish child want to take him out of school at the end of eighth grade. The state says no.

3. A minister wants to run for mayor. The council says he cannot be a minister and hold a public office.

4. The school board writes a prayer and says all children have to recite it each school morning. Some parents object and refuse to let their children say the prayer.

YOUNG CITIZENS GET INVOLVED

The history of your town can be discovered by investigating its religious buildings. Find out which is the oldest church or synagogue in your community. Visit the building and collect as much information about its history as possible. Libraries and newspaper offices would have articles and pictures showing the original building and grounds. Find out what was happening in your community and world events in the year in which this building was erected. Display your research project in the church, synagogue, or local library.

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LESSON 6:
THE FIRST AMENDMENT: FREE SPEECH, FREE PRESS

Is freedom of speech absolute? The Supreme Court uses two tests in judging freedom of speech cases. If a person's speech causes panic or immediate harm, then, according to the clear and present danger test, freedom of speech can be limited. The dangerous tendency test says that a speech can be denied if it has the potential to lead to danger. Freedom of the press is guaranteed, but there are also limits on this freedom. These limits include libel, obscenity, national security, and media coverage of trials.

By brainstorming and writing letters to the editor expressing their opinions, students will learn that freedom of speech is basic to democracy.

MATERIALS

- Daily newspaper
- Reference books and social studies texts

PROCEDURE

Ask students: In what part of the newspaper opinions are printed.

Have students turn to the editorial pages and read editorials, editorial cartoons and letters to the editor.

Ask students why people write to the newspaper? (They feel strongly about an issue or they want to inform other people about an issue). Give students a few minutes to think and look through the newspaper for issues they feel strongly about. Create a class list of controversial issues by brainstorming with your students. Before starting the brainstorming, review these rules:

1. It is not necessary to raise your hand; students can call out their ideas.

2. Do not criticize whatever others say.

3. Build on the ideas of others.

4. All ideas are acceptable.

At the end of the brainstorming session, have each student choose one issue from the list and write a letter to the editor. Letters to the editor should:

- state your purpose or your opinion
- be clear and legible
- be short and to the point
- be signed and dated
- include your address and telephone number

YOUNG CITIZENS GET INVOLVED

By yourself or with several of your classmates, design and administer an opinion poll in your school or community. Begin by reviewing the steps for conducting a survey. (Note: see page 11).

Select one of these topics for your poll. Write an article for your school or local newspaper reporting the results of your poll.

1. Obscene magazines in stores near the school.

2. Violence on television.

3. TV commercials that use sex to sell products.

4. PG-13 movie rating.

5. Strip searches in schools.

6. Drug and AIDS testing.

7. Censorship of school newspaper.

8. Immunity and the Fifth Amendment pleas.

9. White collar crime.

10. Boycotting foreign imports.

11. Wearing motorcycle helmets.

12. No pass, no play on school teams or participate in other extracurricular activities.

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LESSON 7:
THE FOURTH AMENDMENT AND YOU

RIGHT TO PRIVACY

The right to privacy is guaranteed by the Fourth Amendment, which says: "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath of affirmation, and particularly describing the place to be searched, and the persons or things to be seized." By participating in a brief simulation, students will learn to identify the legal rights, responsibilities, and protection afforded to citizens by the Fourth Amendment.

MATERIAL

- Copies of Search Warrant
- Daily newspaper

PROCEDURE

Begin by abruptly ordering the students to stand up and empty all purses and pockets and put the contents on the desk. This should cause some confusion and complaints. Eventually get to the point where you ask: "Do I have the right to tell you to do this?" Elicit responses that mention the idea of rights, privacy, and probable cause.

Direct students to the Constitution and ask them to read the Fourth Amendment.

Ask students to define "probable cause." Write their definitions on the board. Their definitions should include the following: Probable cause means that there are enough facts to convince a reasonable and prudent person that a crime is being committed.

Distribute copies of the search warrant and ask these questions:

1. Who signed the search warrant and what is that person's job? (A judge or magistrate must sign the warrant).

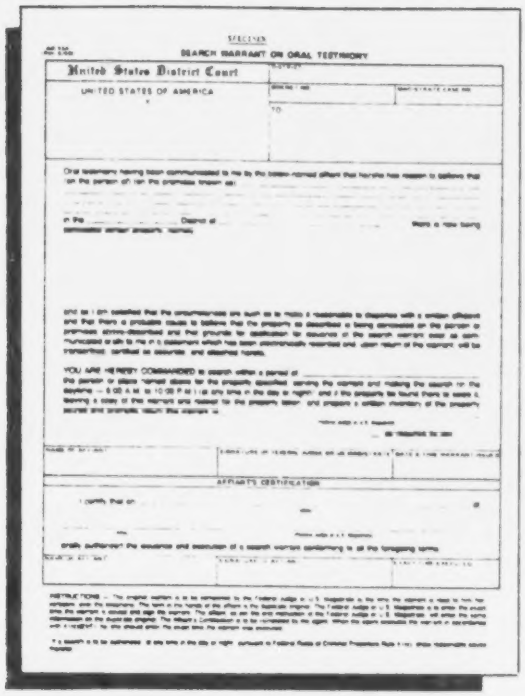
2. Who asks for a search warrant? (A police officer, sheriff, constable, marshall, or investigative officer of the United States must swear an affidavit before the judge or magistrate to get the warrant).

3. Where can the police search? (It must be listed on the warrant).

4. What are they looking for? (This must also be clearly stated on the warrant).

5. When can the search take place? (Federal rules of criminal procedure state that the search must be conducted in the daytime unless otherwise stated on the warrant).

6. Does the person being searched see the warrant? (Yes. He or she must be

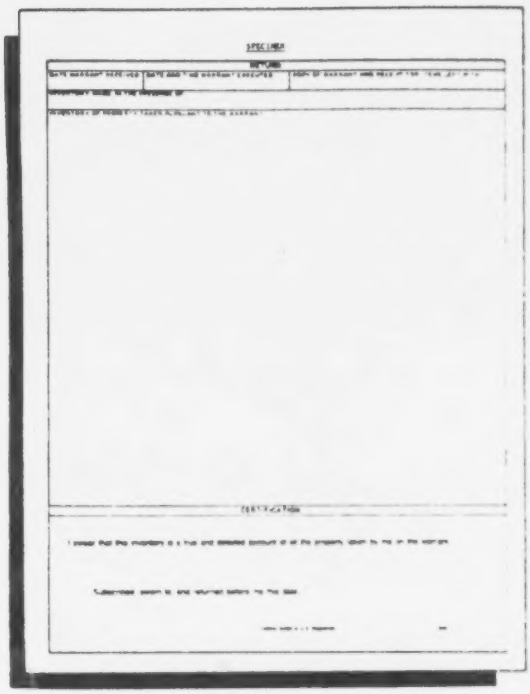


SPECIMEN

SEARCH WARRANT ON ORAL TESTIMONY

United States District Court

UNITED STATES OF AMERICA



given a copy of the warrant, a receipt and an inventory for property taken).

Conclude the lesson by asking: How does a search warrant protect your privacy? What would your life be like if you didn't have this protection? (Without a search warrant, any police officer could beat down your door and confiscate your property at any time and you would have no recourse or proof that it happened).

YOUNG CITIZENS GET INVOLVED

Interview a judge, police officer, or lawyer about search warrants. Tape record the interview and share the experience with your classmates and friends. For a successful interview you will need to:

1. Decide who you want to talk to and make the necessary arrangements. Set a date, time, and place for your meeting.

2. Make a list of questions that you want to ask.

3. Practice asking your questions.

4. Prepare an introduction that will explain the purpose of the interview and how it will be used.

5. Check the tape recorder to see that it is working properly and practice once more before the interview takes place.

6. Follow up the interview with a thank-you note or call.

Some suggestions for your interview questions:

- In what situations is a search warrant not required?
- How do you define "probable cause?"
- Does getting a search warrant make your job harder?
- Have you ever asked for a search warrant and been turned down? Why?
- What is an "unreasonable" search? What is done with the evidence found in an unreasonable search?

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LESSON 8:
THE FIFTH AMENDMENT: INTERPRETATION AND MEANING

HOW DOES THE CONSTITUTION MAKE SURE THE GOVERNMENT IS FAIR?

The Fifth Amendment concerns testimony from the person accused of misconduct or a crime. The Amendment says that no defendant can be required to "be a witness against himself." This means that a person does not have to take the stand and be cross-examined or answer any questions if the answers could involve that person in a crime. Every person is protected by the Fifth Amendment from self-incrimination. Immunity laws force the witness to answer questions that could be incriminating by offering that witness freedom from prosecution or immunity. The Fifth Amendment also protects a person from being tried for the same crime, or double jeopardy. By reading a news article and preparing a student glossary, students will understand how the Fifth Amendment helps to protect the rights of the accused.

MATERIALS

- Copies of news article: Accord is Reached on Terms for North Testimony (June 23, 1987; NY Times A12) *(See article on page 33)*
- Textbooks and dictionaries

PROCEDURE

Write the following vocabulary words on the board and have students define them using their textbook glossary and dictionary.

bail innocent
contempt of court prosecution
cross-examine self-incrimination
defendant subpoena
defense testify
grand jury verdict
immunity witness
indictment

Read the article and answer these questions.

1. How are the committees investigating the Iran-Contra affair forcing North to answer their questions? (By giving him limited immunity).

2. What might North be charged with if he refuses to answer the committee? (He can be held in contempt of Congress).

3. How did the committees get North to turn in his records? (By subpoena).

4. Which of North's constitutional rights are found in this article? (The

right to an attorney, protection against self-incrimination, immunity, no unreasonable search and seizure, and giving testimony in public).

Conclude the lesson by asking students what part of the Constitution guarantees these rights? (Bill of Rights, primarily the Fourth, Fifth and Sixth Amendments).

YOUNG CITIZENS GET INVOLVED

Learn first hand about law enforcement and the rights of an accused person by participating in a ride-along program in your community. Many local police precincts have the special program which allows citizens to accompany police officers on their daily patrols. Keep a journal of your experience. After your ride-along is over, take the time to examine which rights you have seen being protected. Write an article for your local or school newspaper about law enforcement and the Constitution on your community.

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LESSON 9:
THE NINTH AND TENTH AMENDMENTS: THE PEOPLE'S RIGHTS AND STATES RIGHTS

OUR OTHER RIGHTS

The rights that are listed in the Constitution are not the only rights of Americans. The Ninth and Tenth Amendments make it clear that any right not specifically granted to the federal government belongs to the states and the people. By completing the worksheet and collecting newspaper headlines, features, and advertisements, students will learn that even in today's world of big government, the people have control over their everyday lives.

MATERIALS

- Copies of the Constitution
- Daily newspapers
- Copies of worksheet

PROCEDURE

Have students read the Ninth and Tenth Amendments to the Constitution and ask them to put both amendments in their own words. Next, distribute the worksheet and ask students to complete it.

Upon completion of the worksheet and class discussion of the answers, students should collect headlines, feature stories, and ads which illustrate those rights retained by the states and the people.

YOUNG CITIZENS GET INVOLVED

Voting is a right retained by the people. Yet election after election you can see that not all Americans exercise this right. Make a poster that will encourage people to register and vote in the next student council, local, state, or national election. The message on your poster should be brief, but persuasive. Your poster should draw people's attention to the importance of voting.

Answers: Federal 1,7,8, 12; States 5,6,13; People 2,3,4,9,10,11,14,15.

WORKSHEET

NAME _____ DATE _____

WHO HAS THE RIGHT?

Directions: Write **F** if the right is a federal right. Write **S** if it is a state right; **P** if it is a right of the people.

——**1.** Choose uniforms for the army.

——**2.** Buying a bathing suit.

——**3.** Selecting candidates for office.

——**4.** Decide uniforms for the Boy Scouts.

——**5.** Issue drivers' licenses.

——**6.** Determine the number of days in the school year.

——**7.** Create a new national holiday.

——**8.** Decide whose picture goes on a new coin.

——**9.** Choose a career.

——**10.** Decide which bank to use.

——**11.** Ban pornographic magazines and books.

——**12.** Determine minimum wage.

——**13.** Teach about evolution in schools.

——**14.** Work for a political party.

——**15.** Choose a vacation spot.

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LESSON 10:
EQUAL PROTECTION OF THE LAWS: THE FOURTEENTH AMENDMENT

The Fourteenth Amendment is used to protect the rights of individuals. This amendment, passed in 1866, means that state and local governments must protect the rights of all citizens as established in the Bill of Rights. In the 1950s and 1960s this amendment became the legal basis for the civil rights movement to end discrimination in voting rights, housing, employment, education, and the armed services for blacks and other minorities. In a problem-solving exercise, students will identify the legal rights and responsibilities and the protection afforded juveniles and adults by the Fourteenth Amendment. They will also learn an orderly method of dealing with a problem.

MATERIALS

- Copies of Howard Beach article
- Copies of daily newspaper

PROCEDURE

Distribute copies of the article "Howard Beach Gets 22 Officers on Racial Duty." *(See article on page 34)*

After students have read the article, ask: What is the problem that the mayor was trying to solve? (He was trying to prevent any more racially motivated violence). What data did he gather? (Information on the attack case came from observers and the police). According to the article, how did the mayor try to solve the problem? (His solution was to place 22 extra police officers in Howard Beach, Queens, New York). Can you predict the results of the mayor's solution? (Answers will vary, but probably students will say that extra officers will stop the violence. Other answers might include the residents will feel as though they are being spied on). Is having the extra officers a short-term solution or a long-term solution to the conflict at Howard Beach? (Short term). Can you suggest some long-term solutions that can protect civil rights of minorities in Howard Beach? What might be the outcome? (Possible answers include: put the wrongdoers on trial, reduce or eliminate the conflict by holding public meetings where the two sides can air their feelings, or invite speakers to schools to educate about civil rights). What do you think is the best solution and why? (Answers will vary).

Ask students to read the Fourteenth Amendment of the Constitution. Emphasize in a discussion the last sentence..."nor deny to any person within its jurisdiction the equal protec-

tion of the laws." Next, using the daily newspaper, students should work in small groups to find articles dealing with civil rights issues — Miranda warnings, drugs and AIDS testing, teenage abortions, strip searches in schools, or random roadblocks to catch drunk drivers. Use the same steps you used in the Howard Beach conflict to solve a problem found in the daily news article.

1. State the problem. Focus on the issues involved, the task ahead, or what needs to be done.

2. Gather and evaluate information.

3. Suggest possible short-term solutions and their outcomes.

4. Suggest long-term solutions and predict their outcomes.

5. Evaluate your solutions and decide which will be most likely to solve the problem. Realize that not all problems can be solved, and that you may need to break it down into more manageable form. For example, legislators cannot write laws to tell you how you must feel about a minority. The solutions need to cover the acting out of ill feelings against others.

YOUNG CITIZENS GET INVOLVED

Do you or your school or community have a problem? Is there an issue that needs a solution? Apply the problem solving steps to this problem. Once you arrive at the best solution, get together with some friends and other people who might be interested in applying your solution and put your plan into action.

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FURTHER SUGGESTIONS FOR DEVELOPING CITIZENSHIP THROUGH A STUDY OF THE CONSTITUTION

Research: Research projects may be assigned for students to look up in standard sources, including newspaper and magazine articles. For example: How might the decision in these cases affect you?

- In re Gault
- Tinker v. Des Moines Independent Community School District
- New Jesey v. T.L.O.
- Other cases that deal with a Supreme Court decision about the rights of juveniles.

Feature Writing: Encourage students to write special features in which they discuss how the course of American history would have changed...

...if there were no elastic clause included in the Constitution.

...if all powers went to the states rather than being shared with the federal government.

...if there were no way to amend the Constitution.

Collecting and Writing: The Constitution denied certain powers to the states and granted broad new power to the national government. Ask students to make a collection of newspaper clippings and write a brief essay on current activities of your state government. List some of the powers which state governments still have.

Illustrated Talk: Individual or groups of students may be assigned topics to present to the class. For example, due process, one amendment, the president's duties, how a bill becomes a law, or the electoral college make appropriate topics for presentations. Students can illustrate their talks with charts, cartoons, pictures, headlines, collections and posters.

Tape or Video Interviews: Use your school population as a resource and find several individuals who are willing to be interviewed by students about their jobs, interests, expertise, or experiences that are related to the Constitution. Encourage students to work in small groups to write the questions for the interview. Students who are using a VCR for the interview should consider using props and good camera techniques. The class may be asked to react to each presentation.

Community Resources: Arrange for a visit to a Constitution exhibit, historic site, park, or reconstructed area, museum, or special collection. Before the tour, make a worksheet that will help students "bring back" what they have learned on the fieldtrip. Let students use the worksheet notes to write a summary of their Constitutional experience. A variation of this activity would be to encourage groups of students to look around their school and neighborhood to find examples of the Constitution in their everyday life. Have students make a photo-essay of their findings.

Art Work: Projects may be assigned for students to draw, paint, build models or exhibits of the constitutional period. Inde-

pendence Hall, and significant people and events dealing with the Constitution. Encourage the use of actual art styles of the 18th Century, for example silhouettes, portraiture, engraving, and stenciling. Other projects may include posters and murals to decorate the school.

Dramatization: A group of students may write and produce a skit, short play, or musical on the topic of citizenship. We the People, or the Constitutional Convention at Philadelphia, or any part of the Constitution. A variation would be to take the plot of a short story that has a Constitution theme, or an actual court case and create and perform a one-act play.

Flow-Chart: Topics may be assigned for students to create and display flow-charts illustrating Constitution-related subjects. For example, presidential succession, how a bill becomes a law, system of checks and balances, federalism, naturalization process, the amending process, and the extension of voting rights to groups of Americans.

Simulations: In a small group or whole class activity students would act out or role play the compromises in the Constitution, the Federalist and Antifederalist viewpoints, Shay's Rebellion, or any other "You Are There" event that lends itself to reenactment or simulation. Acting as a congress or a court will enable students to simulate decision-making groups under our Constitution.

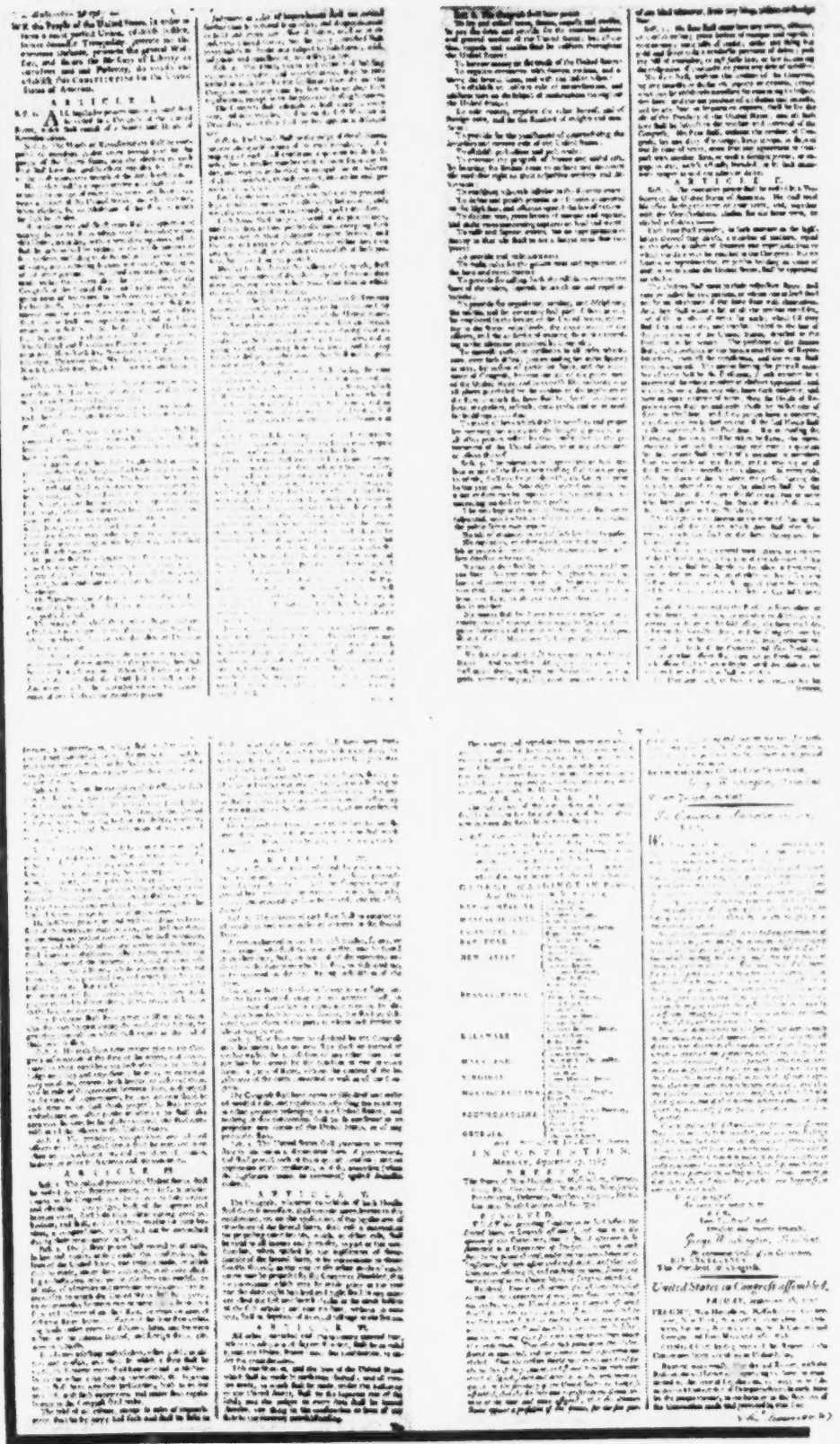
Community Service: Encourage students to be good citizens by volunteering their time for community projects. Students may decide to help the aged, clean up the neighborhood, tutor disadvantaged children, hold a fundraiser for new playground equipment, work in a hospital, make posters saying no to drugs, or babysit for someone on jury duty. The class or school may decide to award citizenship certificates to acknowledge these citizenship services.

Family Meeting: Since democracy is the main principle of the Constitution, it is important that students practice the skill of arriving at decisions through a democratic process. Assign students the project of making a fire escape plan with a map for their family and home. How will each family member get out of the house? Who will call the fire department? Where will family members meet outside? Do you need any special equipment, such as ladders and alarms? How often will the family practice fire drills? Next, students present their plan in a family meeting. At this time, family members may suggest amendments or compromises to be voted on and majority rule decides any changes.

Biographies: Historians agree that the men who wrote our Constitution were outstanding leaders. Ask students to brainstorm a class list of leadership qualities. Next, choose ten of the most prominent leaders of the Convention and read brief biographies about each. How well do these leaders fit the class' criteria for leadership? Then, using today's newspaper, students submit the names of three people currently in the news. How well do they fit the class' criteria? Have the class choose five Americans of today who equal the leaders of 1787. (If students have difficulty in finding modern leaders, you may wish to explore problems of leadership with the class).

Time and Chronology: To put together the full story of the Constitution, issue, or problem, have students prepare a time line. Use textbooks and standard resources to compile a list of "Who, What, When, and Where" information about the topic. Next, have students put the events in correct chronological order. After students have completed their time line, have them read any news article to see how a reporter puts his story into time order. Using their time line, students write their own news story.

Games: Every newspaper has special features such as crossword puzzles, quizzes, and advice columns. Have students make their own games and special features on the topic of the Constitution. These may include Constitution Bingo, crossword and wordsearch puzzles, trivia, Dear Dolly (Madison) column, Miss Manners of 1787, and a horoscope for the Constitution or the framers.



These newspaper broadsides were the way most Americans found out about the Constitution.

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THE NEW YORK TIMES, THURSDAY, JUNE 25, 1987

Murder Wish Held to Be Free Speech

By STUART TAYLOR Jr.
Special to The New York Times

WASHINGTON, June 24 — The Supreme Court ruled today that a Texas county constable violated the free speech rights of a clerical employee when he dismissed her for saying she hoped President Reagan would be assassinated.

The Court held, 5 to 4, that the employee in the Harris County constable's office was within her First Amendment rights in telling a co-worker, after hearing a radio report of the shooting of the President on March 30, 1981, "If they go for him again, I hope they get him."

The Court noted that "while a statement that amounted to a threat to kill the President would not be protected by the First Amendment" and would be a Federal crime, the statement in question did not amount to a threat.

While there was dispute about whether her expression of hope was serious, the Court found that she was protected even if it was.

Ruling May Broaden Rights

The decision appeared to broaden somewhat the free speech rights of governmental employees, especially those who, in the Court's words, serve "no confidential, policy-making or public contact role," so that "the danger to the agency's successful function from that employee's private speech is minimal."

Justice Thurgood Marshall, who wrote the majority opinion, stressed that the woman's remark involved a matter of "public concern" and was thus entitled to heightened protection because, when examined in context, it amounted to political criticism of the President for hurting black people by cutting welfare programs.

He said the woman, who is black, could not be dismissed for impeding the efficiency of the constable's office because she had no law-enforcement or policy-making duties and did not make her remark in a place where it could be heard by members of the public, whose confidence in the office might have been shaken.

Associated Press

Ardith Jackson, the former Ardith McPherson, after hearing of decision upholding her lawsuit.

The decision came in a lawsuit by Ardith McPherson, who was a 19-year-old probationary typist at the time of the incident. She filed the suit against Constable Walter H. Rankin to regain her job with back pay.

'She Crossed the Line'

Justice Antonin Scalia, in a dissent joined by Chief Justice William H. Rehnquist and Justices Byron R. White and Sandra Day O'Connor, said it "boggles the mind" to think any employee of a law-enforcement agency had a constitutional right to say such a thing.

"Once McPherson stopped explicitly criticizing the President's policies and expressed a desire that he be assassinated, she crossed the line," he said. He added that "as a law enforcement officer, the constable obviously has a strong interest in preventing statements by any of his employees approving, or expressing a desire for, serious, violent crimes."

Justice Lewis F. Powell Jr., who joined the majority opinion, added in a separate concurrence that the woman's "unfortunate remark" to the co-worker was "ill-considered, but protected."

"If a statement is on a matter of public concern, as it was here, it will be an unusual case where the employer's legitimate interests will be so great as to justify punishing an employee for this type of private speech that routinely takes place at all levels of the workplace."

Justices William J. Brennan Jr., Harry A. Blackmun and John Paul Stevens also joined Justice Marshall's opinion.

Justice Marshall said that "vigilance is necessary to insure that public employers do not use authority over employees to silence discourse, not because it hampers public functions but simply because superiors disagree with the content of employees' speech."

He noted that while the constable's office was a law-enforcement agency, it did little actual police or law-enforcement work and was mainly involved in serving court papers on defendants in civil cases and others. "McPherson's duties were purely clerical," he said.

The decision, Rankin v. McPherson, No. 85-2068, upheld a Federal appeals court ruling.

The Court noted that under its precedents, government employees may not be dismissed for statements on "matters of public concern" unless their free speech interests are outweighed by the employer's interest "in promoting the efficiency of the public services it performs through its employees."

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THE NEW YORK TIMES, TUESDAY, JUNE 23, 1987

Accord Is Reached on Terms for North Testimony

By DAVID E. ROSENBAUM
Special to The New York Times

WASHINGTON, June 22 — Congressional leaders and Lieut. Col. Oliver L. North's lawyer reached an understanding today that apparently insures that Colonel North will testify next month before the committees investigating the Iran-contra affair.

The details of the arrangement are subject to further discussion and the final agreeement must be approved by the full committees.

But legislators and staff assistants said it was now highly unlikely that Colonel North, perhaps the central witness in the investigation, would avoid testifying altogether. That possibility had been raised last week.

North to Testify First

They said Colonel North would give limited private testimony under oath before his public appearance and this week would supply all his records that had been subpoenaed. They said the colonel would probably testify the first week in July, before the committees hear in public from Rear Adm. John M. Poindexter.

"Not all the questions are resolved, but things are moving forward," said Representative Lee H. Hamilton, Republican of Indiana, chairman of the House panel.

The committees will resume public hearings Tuesday after a 13-day recess with testimony from Glenn Robinette, a former Central Intelligence Agency official who installed a security gate at Colonel North's home, and officials from the Pentagon who have knowledge of the arms sales to Iran. The panels plan to meet during the lunch break to review the understanding about Colonel North's testimony.

Set Several Conditions

The committees have compelled his testimony by giving him immunity from prosecution based on that testimony. However, last week, his lawyer, Brendan V. Sullivan Jr., set several conditions for the testimony. He insisted, for example, that Colonel North would not submit to private questioning by staff lawyers before his public testimony.

The conditions, said Mr. Hamilton, were "rejected outright" by the lawmakers. That raised the possibility that Colonel North would subject himself to a citation for contempt of Congress, a misdemeanor carrying a maximum sentence of a year in prison, and refuse to testify at all.

But Mr. Sullivan met in the Capitol this morning with leaders and counsels of the investigative committees and they worked out the terms under which Colonel North would testify.

Plans to Limit Questioning

A Congressional figure said the committee leaders did not negotiate and made no concessions, but he said their good-faith representations satisfied Mr. Sullivan's objections. He said the lawmakers, without making promises, told Mr. Sullivan that they planned to limit the private questioning to matters central to the investigation and did not intend the public testimony to last more than four days.

Mr. Sullivan refused to comment on the meeting.

The Congressional figure said that Mr. Sullivan had "grave concerns" about putting his client at risk but that the concerns were "more apparent than real."

THE NEW YORK TIMES, TUESDAY, DECEMBER 30, 1986

Howard Beach Gets 22 Officers On Racial Duty

By ALAN FINDER

Twenty-two extra police officers have been assigned to Howard Beach, Queens, including nine plainclothes officers, to prevent any more racially motivated violence, Mayor Koch said yesterday.

The Mayor said the new officers were being sent to the area beginning today because of "information" the city had received suggesting that additional attacks were possible. He would not reveal the nature of the information.

The action came 10 days after a 23-year-old black man, Michael Griffith, was struck and killed by a car after being attacked by a group of whites in Howard Beach.

'To Protect' and 'To Prevent'

Police Commissioner Benjamin Ward said in a statement last night that the officers were being assigned "to protect the residents from outsiders coming into the area and to prevent any further incidents."

Two police radio cars are ordinarily assigned to Howard Beach, and patrols have been increased since Mr. Griffith's death, said Deputy Police Commissioner Alice J. McGillion. The additional officers have varied from day to day, she said.

The Mayor announced the strengthened patrols during a year-end interview with television and radio reporters in his City Hall office. "At this point we believe that the area most in need of action to prevent these biased incidents is Howard Beach," Mr. Koch said.

If the plainclothes officers are assaulted, he said, the attackers "will be arrested right then and there."

"These are undercover people who are waiting for you to attack them," the Mayor said, looking up from his chair at the television cameras.

Last night a spokesman for the Mayor said that statement was not correct. The officers will not be undercover and will not function as decoys, said the spokesman, George Arzt.

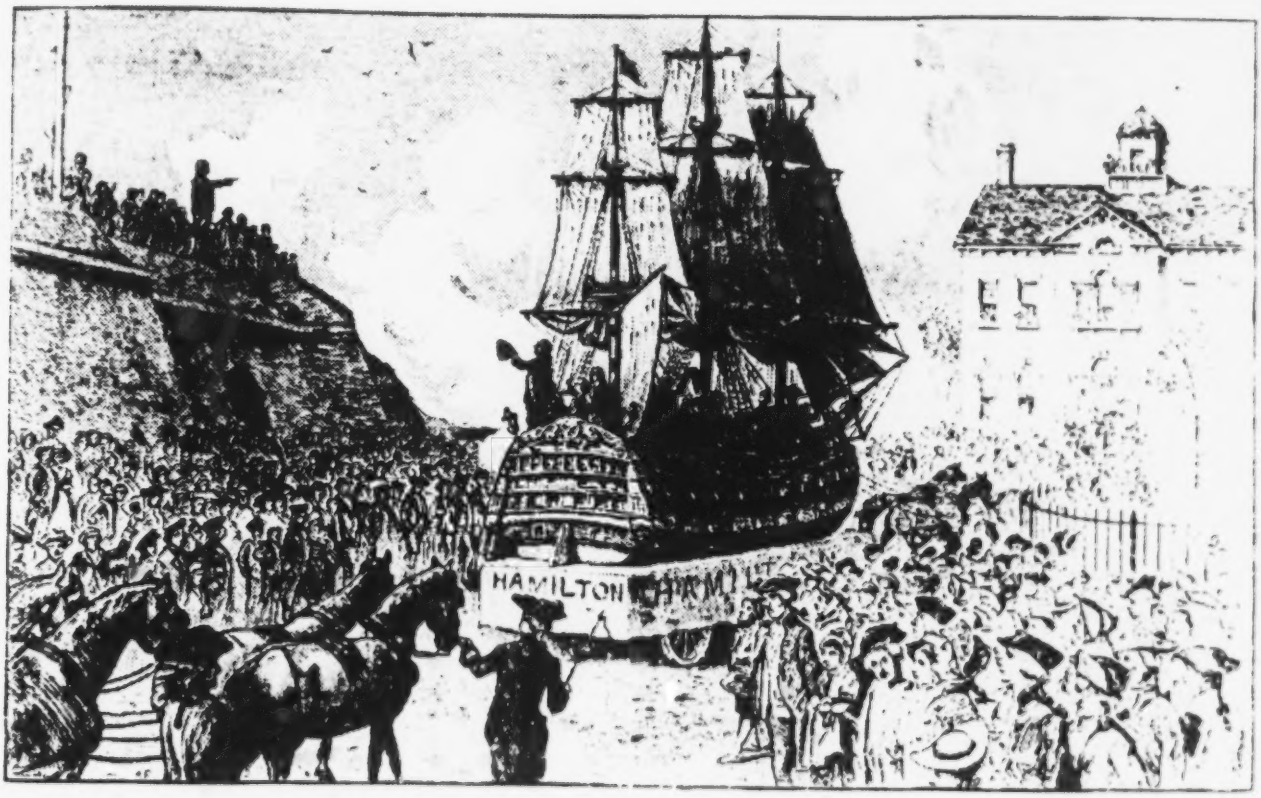
Three days after Mr. Griffith's death, a white teen-ager was beaten by a gang of black youths chanting "Howard Beach, Howard Beach" on Hillside Avenue in Jamaica, Queens.

Focus on Howard Beach

Asked why extra officers were not also being sent to Jamaica, Mr. Koch responded, "Because our information is that it is more likely at this moment in time that there will be a racial incident in Howard Beach than there would be in Jamaica."

Mr. Koch said he knew of no additional racially motivated attacks. He also said, as he had previously, that most residents of Howard Beach were decent and law-abiding. The actions of "a few predators," he said, have harmed the community's reputation.

"I believe that the overwhelming majority of the people in Howard Beach feel ashamed of what happened," the Mayor said. "They don't want to be perceived as all racist, because they are not."



Parade in honor of the Adoption of the Federal Constitution, 1788.

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Section IV: **Lessons and Materials from the National Conference of Christians and Jews—Elementary Grades.**

For further information or if you wish to order materials from NCCJ, contact:

Jeffrey B. Spence, Director
National Conference of Christians and Jews—Virginia Region
4912 West Broad Street —Suite 200
P.O. Box 6505
Richmond, VA 23230–0505

"...The signing of the document (the Constitution) is among the greatest of events. It marks the point of time at which the heritage of a culture became the promise of American Life."

Walter H. Hamilton
The Constitution Reconsidered

OFFICIALLY RECOGNIZED BY
THE COMMISSION ON THE BICENTENNIAL
OF THE UNITED STATES CONSTITUTION

NCCJ

THE NATIONAL CONFERENCE
OF CHRISTIANS AND JEWS

PHOTOCOPYING/DISTRIBUTION/ORDERING

In addition to the modules in this kit, the NCCJ is providing the following resources for the "Sign on" project:

* Facsimile Constitutions (posters) for "Sign On."
* "I Signed On" wallet cards.

The following provides information on copying, distribution and ordering.

Facsimiles of the Constitution and wallet cards are available in quantity. In some cases these are on hand in school district offices; in others, they should be obtained from NCCJ regional or national offices. Addresses and telephone numbers of these offices are below.

Local photocopying of sections of this material for teachers of various grades will be necessary. Because we cannot provide extra kit folders, the cover page can also be photocopied in order to present an attractive package. When copying, be sure to include the general introduction to the kit and the page with addresses of NCCJ offices in case teachers wish to obtain more material.

Facsimiles (posters) signed in the 1986-87 academic year should be returned to NCCJ National Offices no later than mid-July, 1987.

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INTRODUCTION

The strength and vitality of the United States as a government and as a society depend on the active participation of the people in the processes of democracy. The 200th anniversary of the Constitution provides occasion for Americans of all ages to study the meaning and forms of our republic; to "Sign on" to the democratic way of life begun in Philadelphia in 1787 when 39 signers put their names to a document setting forth the framework for a new kind of nation.

This kit contains materials for classroom activities to help students learn about—and experience—the richness of democracy in everyday life and to make a commitment to participation by literally "signing on."

We offer this material not as a full curriculum but as modules that may be used with virtually any subject matter. The modules pertain to the Constitution as a whole: the original articles signed in 1787, the Bill of Rights ratified in 1791 and subsequent Amendments. Reference is also made to the legislative, judicial and administrative processes through which a democratic government functions. A major focus is on how people interact and live together in a constitutional system.

Five sets of modules developed and piloted in Memphis, Tennessee cover kindergarten through senior high school. Two others are for junior or senior high school use. The concluding "Idea Bank" contains activities that can be adapted for many grade levels. Given the large number of school districts receiving this material, we ask that modules and general contents be copied locally for distribution to teachers.

Modules build toward "Sign On" by students (and teachers) using constitutional facsimilies and, where appropriate, to the distribution of "I Signed On" wallet cards. The facsimilies and cards are available in quantity. Facsimile posters signed during the 1986-87 academic year should be returned to NCCJ for presentation to appropriate officials during the Constitution Bicentennial celebration in Philadelphia, September 17, 1987. (See reverse page for copying, ordering and return information).

We think it is important to remember that the U.S. Constitution as it exists today has undergone changes (amendments) usually aimed at achieving more inclusive participation of people. "We the people . . ." did not originally include everyone, notably black Americans and women. Over the years, some ethnic groups have not felt as welcome in the democratic experience as others. But one marvel of the Constitution is the way in which the basic democratic processes it upholds become more inclusive through its continuity.

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Constitutional Process

STUDENTS HAVE THE RIGHT TO VOTE

(Elementary)

[The Constitutional process reflects]"... the ideals and standards we as a society hold to be worthy of praise and emulation..."

Bill Honig,
California State
Superintendent of
Public Instruction

Submitted by:
Katie Howse, Lester Demonstration School
Barbara Segal, Rainshaven Elementary School

GRADES K-3

Constitutional Framework: *Amendments XV and XIX:*

Amendment XV

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment XIX

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

TEACHING PROCESS

Goal: To allow students to develop an understanding of how the Constitution works in their everyday lives.

Concept: Voting in a democracy is a privilege and a responsibility for all citizens.

Objective: The student will be able to understand the value of voting by exercising this right in the classroom.

Vocabulary: *Citizen:* A resident of a country who is given rights and expected to assume responsibilities.

Democratic society: A community where all citizens are treated equally.

Majority: The larger number.

Vote: A way of letting others know your choice.

Materials: Pictures of different flavored ice cream cones.
Vocabulary cards - optional.

Focus:
It's election time in Berryville County. A first grade teacher wants her class to understand the value of voting in a democratic society. In some classes, students sit on the floor for reading circle, but her class uses chairs. Since she has no objection to students

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sitting on the floor, she decides this would be a good issue on which to vote.

Note: See extended activities for voting issues that may be more appropriate for higher grades.

Characters:
The students in Mrs. Smith's first grade class will vote on this issue.

Choices:
The students will abide by the result of the vote for a stated length of time (six weeks, two weeks, etc.) as decided by the teacher and/or students.

Issue: Should we sit on the floor or use reading chairs for our reading group lesson?

Sample probing questions:
1. Why is it important to vote?
2. Is voting fair? Why or why not?
3. Is it important for everyone to vote? Why or why not?
4. What are the advantages/disadvantages of each of the two choices? (This is important as the students get to practice looking at both sides of the issue in a formal way.)

Have the students "sign on" using the constitutional facsimile.

ALTERNATIVE ACTIVITIES

Motivation: The teacher will display pictures of three flavors of ice cream cones. She will tell her class she wants to find out their favorite kind of ice cream. The students will pick one and raise their hands to indicate their favorite. The teacher will count the hands and indicate "the winner."

State the Objective and Write on the Board: The student will be able to understand the value of voting by exercising this right in the classroom.

Teaching procedures:
1. The teacher will tell the students that what they just did was vote.
2. The teacher will write the word VOTE and the definition of voting on the board.

Vote: A way of letting others know your choice.

The teacher will relate the focus background information to the students.

The teacher will lead the discussion of the situation.

Probing Questions:
1. On what will the students vote?
2. What will happen after the vote?
3. Why will everybody have to do the same thing?

At this point, the teacher will introduce the word, ***Majority:*** The larger number.
The teacher will explain to the class that all citizens have the right to vote. This right is guaranteed by the Constitution of the United States.

At this point, the teacher will introduce the word, ***Citizen:*** A resident of a country who is given rights and expected to assume responsibilities.

Sample Probing Questions:
1. Why is it important to vote?
2. Is voting fair? Why or why not?
3. Is it important that everyone vote?
4. Is it fair that the majority vote will win?
5. Why is it important to know both sides of an issue?

Evaluation: The teacher will observe students' involvement in classroom discussion and participation.

Extended Activities: To relate this lesson to the students' everyday lives, it is strongly recommended that the students be given an opportunity to vote on an issue that is relevant to them. Some of the following activities may be used instead of the ones stated, in lessons for students in and above the first grade.

1. ***Suggested choices:***
   a. physical education activities.
   b. Friday treats.
   c. learning centers.
   d. special art activities.
   e. field trip.
   f. movie.
   g. zoo locations.
   h. selection of one person to represent the class at some event.
2. ***Different methods of voting:*** (One or more of these may be incorporated into the voting activity).
   a. body gestures - show of hands, stand up or down, thumbs up or down, etc.
   b. secret ballot.
   c. voting machines.
3. ***Challenge Questions:***
   a. Why is voting a responsibility of all citizens? Why is voting a privilege?
   b. What if this privilege were denied to certain groups (men-women, black-white, home owners-renters, etc.)?

Have the students "sign on" using the constitutional facsimile.

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Constitutional Process

SHOULD THERE BE A DRESS CODE?

(Elementary)

"What our Constitution says, what our legislatures do, and what our courts write are vitally important. But the reality of freedom in our daily lives is shown by the attitudes and policies of people toward each other in the very block or township where we live. There we will find the real measure of A Living Bill of Rights."

Associate Justice William O. Douglas,
"A Living Bill of Rights."
From a speech to Anti-Defamation
League of B'nai B'rith,
New York, 1961

Submitted by:
Barbara Segal,
Rainshaven Elementary School
Katie Howse,
Lester Demonstration School

GRADES 4-6

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Constitutional Framework
Amendment 1 - Right to petition a grievance; the right to protest peacefully a perceived wrong.

Goal: To help students develop an understanding of how the Constitution works in their everyday lives.

Concept: Individuals have the right under the Constitution to seek redress of a grievance.

Objective: The student will be able to state how the outcome of a particular situation is related to a specific Amendment of the Constitution.

Vocabulary:

Authority: The power to make a final decision.

Defy: To oppose openly.

Code: Any set of rules.

Fair: Not favoring one more than another; according to a set of rules.

Right: Permission given to a person by law.

Freedom: Being able to think and act without hindrance or restraint.

Materials: Chalkboard and chalk.
Copies of the Bill of Rights.
Pictures of current fashions.

Focus:
In the Berryville Public School System, there are several schools that are not air-conditioned. The school board has left the dress code up to the individual principals. Inconsistencies have developed from school to school and within individual schools.

In most schools, the dress code has been designed to allow primary students to wear play clothes, including shorts. Intermediate grade students must wear dresses or slacks.

Characters:
At Cherryhill Elementary School, a group of fifth grade students, with their parents' approval, have chosen to defy the dress code. They have shown up at school wearing shorts after repeated warnings from their principal.

Choices:
Following the disciplinary procedures enforced at the school, the students are sent home from school. They are told they can return to school the next day if they dress according to the dress code. Will these students adhere to the dress code?

1. Yes
2. No

Constitutional Dilemmas:

1. Does the school have the authority to enforce a dress code that does not apply to all students?
2. Do the students have the right to dress as they wish for school?

TEACHING PROCESS

Motivation: Teacher displays pictures of current fashions, including some fashions that are totally inappropriate for school. The teacher asks the students if there should be a school dress code, accepting all answers and encouraging broad participation by the class in the discussion.

State the Objective and Write on the Board: The student will be able to state how the outcome of a particular situation is related to a specific Amendment of the Constitution.

Teaching Procedures:

1. The teacher will give the focus background information to the students.
2. The teacher will solicit possible choices from the students.
3. Student responses are listed on the board.
4. Through classroom discussion, the teacher will lead the students to conclude that there are only two choices:
   Will the students adhere to the dress code?
   1. YES 2. NO
5. The teacher will now present and write on the board these Constitutional dilemmas: Does the school have the authority to enforce a dress code that does not apply to all students? Do the students have the right to dress as they wish for school?
6. The teacher will ask probing questions to guide the students' understanding of the Constitutional dilemmas.

Probing Questions:

1. Why should there be a dress code?
2. What right does the school have to establish a dress code?
3. Should the dress code be the same for all students, regardless of age? Why or why not?
4. How can the students let the school know how they feel?
5. How can the students and school come to a compromise on this issue?
6. The teacher will distribute a copy of the Bill of Rights to each student and have the students read the First Amendment.
7. The teacher will ask what the relationship is between what has been discussed and the First Amendment.
8. Why was it important for the founding fathers to write this First Amendment?

Evaluation:

1. The teacher will observe the students' participation in classroom discussion.
2. The teacher will have each student restate the constitutional dilemmas and how they relate to their everyday lives.

Extension:

Activity 1. Have the students ask their parents if they have ever had a dress code at work and, if so, do they think it is fair.

Activity 2. Have the students try to find a situation in their everyday lives that is also protected by the First Amendment.

Have the students "sign on" using the constitutional facsimile.

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"Sign On" Activities

This *Idea Bank* contains a series of suggested activities or "nuggets" for use in the schools. In some cases, the teacher may wish to more fully develop or "flesh out" the appropriate activities or "nuggets" which are presented here; while in other cases, presentation of a portion of an activity may more succintly demonstrate how we "live" the Constitution every day of our lives.

These activities are interdisciplinary and need not be limited to Social Studies classes. The goal of this presentation is to engage the students in an appreciation of the constitutional process.

1. *Voter Participation* - Following presentation of the issues, students vote for class or school officer(s).

   He/she "signs on" to the Constitution. The student has participated in a fundamental constitutional process.

2. Prepare a short synopsis of court cases for class. As each case is presented, ask the students to "be the judge" and to render a decision. The actual court decision can then be shown to the class. Compare and discuss.

   Cases can be prepared for issues around:

   1) Blacks and other racial minorities.
   2) Women.
   3) Search and seizure.
   4) Freedom of speech, etc.

   Cases can be used for "open forums" or auditorium programs. After students take part in the program—either as direct participants or as observers, they can "sign on" to the Constitution. They have participated in or observed a constitutional process.

3. The high school administration issued a memorandum telling students that "rapping" (musical form) was no longer allowed because of its "disruptive influence" on student/administrator interactions. The ban ". . . applies to the entire school day including lunch periods and before and after school while the building is open for students' use. Students involved in 'rapping' during school hours will be disciplined . . ." Bloomfield (Connecticut) High School.

   Students can discuss these issues, address their grievances to the principal and/or have a forum to debate the issue (Amendment I).

   Afterwards, the students, teachers and principal "sign on" to the Constitution. They have all been involved in the constitutional process and have wrestled with their rights and responsibilities.

4. A program, in celebration of Martin Luther King Day, may concentrate on the ways Martin Luther King made the Constitution work for him. The students might compare the particular court decisions—*Plessy vs. Ferguson*, (separate but equal) with *Brown vs. Board of Education* (which made *Plessy vs. Ferguson* unconstitutional) and the resultant Civil Rights legislation.

   After participation, students "sign on" to the Constitution.

5. "Inquiry" activities for the schools:

   a. The class develops a class Constitution under which it decides to live for one month.

      1) During that month, they will discover that some of their rules and concepts work, while others don't.

      2) When certain processes aren't working, they will "amend" or "adjudicate" them.

   b. "Inquiry" activities with student councils:

      This kind of activity is empirical. It gives students "hands on" experience in understanding and "living" the Constitution.

   At the conclusion of a program, students will "sign on" to the Constitution.

6. The class might decide to propose Amendments to the Constitution in order to have "a more perfect Union." They may wish to delete portions of the Constitution in order to make it better. They may want to rewrite the Constitution. They may have a Constitutional Convention—and then look at the potential "can of worms" they may be opening or benefits they may achieve. As they participate in this process, they "sign on" to the Constitution.

7. In order to try to promote peace, the class may want to draft a "world" Constitution. They may write an inter-planetary or "space age" Constitution, especially delineating inter-planetary rights and responsibilities. Then, they "sign on" to the Constitution.

8. The students may participate in a "constitutionless" exercise in their class(es):

   1) Punishments can be meted out without due process.

   2) Leaders can arbitrarily be put in charge.

      a. All left-handed girls will lead the class.

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b. Only a boy may be in charge.
c. Only someone of a certain faith may be the class leader, etc.

3) Students can be detained after school for no reason (*habeas corpus*).

As a result of such an activity, students are more likely to recognize and appreciate constitutional values. They then "sign on" to the Constitution.

9. The students could write a "Family Constitution" in cooperation with their families—with special emphasis on "rights and responsibilities." Each family Constitution can then be treated as a "state Constitution." The students then coordinate and consolidate these "family" constitutions into one neighborhood constitution, thereby engaging in a similar historical process which took place in the United States prior to and through the time our Constitution was written. Students can then "sign on" to the Constitution.

10. In each community, there are specific community issues which relate to the Constitution. Students can find their own examples of the constitutional process, at home and through the newspaper.

    As each activity or process is concluded, people will "sign on" to the Constitution.

11. There are games, activities and publications which are highly visible via advertising media—but which some people consider very offensive. For example:

    1) Pornographic literature.

    2) Games such as "War Games."

    3) Cigarette advertising, etc.

    Basic constitutional issues are involved regarding the efforts to control dissemination of this material. Should we:

    1) Outlaw the game or literature, etc.?

    2) Pressure the advertising media so that they will refuse to accept advertising?

    3) Educate the public via publicity and advertising campaigns to not participate in offensive activities. The American Cancer Society's campaign against smoking might be used as an example.

    After discussion, students can "sign on" to the Constitution.

12. Our rights are balanced by responsibilities. Under our Constitution, some limits may be put on activities and speech. Consider the following examples:

    a. Do we have a right to shout fire in a crowded place when there is no fire?

    b. May we board an airplane and jokingly say we have a bomb in our suitcase?

    c. Can we criticize the police or the President in a TV speech?

    d. Can we write a letter supporting the rights of an unpopular organization?

    What constitutional principles are involved? How do rights and responsibilities conflict or converge in these or other examples?

    After this activity has been developed and concluded, students "sign on" to the Constitution.

13. Students could look for "mottos" which may relate to constitutional issues.

    Some examples of anti-constitutional mottos:

    1) "America, Love It or Leave It" (Does not allow for the right to dissent.)

    2) "Where there's smoke, there's fire" (The constitutional principle of being "innocent until proven guilty" is ignored.)

    After project is completed, students can "sign on" to the Constitution.

14. Students will use, for discussion, "real life" situations to demonstrate constitutional principles.

    a. ***Freedom, Authority/Power***

    1) All left-handed female students will be in charge of the class. They will decide:

    a) How often a student may use the bathroom.
    b) Who may speak out in class.
    c) Who may be first in line, etc.

    2) Extend this situation by then including all left-handed male students, then right-handed females, etc. until you are left with a "disenfranchised" minority. Give power to different groups for different activities (left-handed female students in charge of gym activities; right-handed males in charge of bathroom privileges, etc.).

    3) Responses to these given situations can be:

    a) I'm not going to play this game (dissent, revolution).
    b) I'm going to practice being left-handed; (getting into the mainstream by giving up my identity).
    c) Negotiate—I'll trade powers, etc. in order to try to maintain superior positions in the gymnasium and to be in a decision-making position in regard to bathroom privileges.

    b. ***Rights of divergent people/groups; Rights/responsibilities***

    1) There's a shortage of donors' blood.

    a) High School blood drive.

b) Some parents object to their children giving blood; (fear of AIDS, religious reasons, etc.).

2) What about bone marrow donor?

a) Man dying of leukemia.
b) Cousin has compatible bone marrow.
c) Without cousin's bone marrow, patient will die.
d) Cousin refuses to submit to bone marrow transfusion.
e) What about rights of patient?

3) Heart and kidney transplants - limited resources.

a) In order to qualify, patient must earn $20,000 or more.
b) Only American citizens are eligible.
c) A prisoner, upon death, will have his organs removed so they may be used for transplants.

1) Intent of total group may be good.
2) Who makes final judgment?

c. ***Powers of the state; right of eminent domain; freedom of assembly; power to appeal***

Simulation: Classroom - City

1) Highway comes through city.

2) What about the power of the state?

3) Citizenry meets to object to highway.

4) What about protection of historic buildings, cemeteries?

5) Can the state annex a large area?

d. ***Equal access; discrimination; equal protection under the law***

1) Housing authority opens abandoned houses for sale.

2) Potential buyers must complete 15 forms.

3) 15% of the people who wish to buy are illiterate.

4) Result: Houses did not go to neediest potential buyers.

e. ***Authority/power; equal access***

1) Hiring for police and firemen now open. A three-point exam will be given.

a) Basic skills.
b) Physical skills.
c) Oral exam (minorities excluded from oral exam).

2) Police have to be 5'6".

f. ***Equal access; due process; discrimination***

School district wants to improve efficiency and use of tax dollars by abandoning bilingual education—requiring all instruction in English.

g. ***Discrimination; equal access***

Transportation Board plans to shorten ends of transportation lines in order to save dollars. The Board has a secret vote to accomplish this.

1) A "whistle blower" exposes this and is fired.

2) The poor live farther away from the city. It becomes more costly and more difficult for them to get to their jobs.

h. ***Freedoms - conforming to existing social order***

1) Dress Codes - Should students be allowed to wear hats?

2) Boys' hair should be no longer than 2 inches.

3) Boys must wear shirts and ties; girls must wear dresses.

i. ***Presenting students with dilemmas; rights and responsibilities***

1) Who should eat first in the cafeteria?

2) Should students have to change for athletics?

3) Students want a greater choice of electives.

4) Should participation in extra-curricular activities be mandatory?

5) Should a "C" be the lowest grade for participation in extra-curricular activities?

j. ***Should we accept authority which promotes the common good?***

Teen-Age Pregnancy

a) Welfare costs.
b) What effect does this have on:

1) Education
2) Economics

c) Do you allow a 13-year-old mother to raise her child?

15. ***Some suggested "Nuggets" for younger students***

a. A simple issue related to a class activity could be dealt with:
1) What is "fair" or "unfair"?

2) Playing by the rules. Can rules be changed?

These are constitutional concepts. Students, after processing these concepts, can "sign on" to the Constitution:

b. Younger students can participate in drawing a "Living Constitution" tree. The Constitution can be the trunk, the branches can be the Amendments. As the students learn small pieces of the Constitution, they add leaves to the branches. They then "sign on."

c. Children can draw pictures of Constitutional symbols. Some examples are the "Liberty Bell," the "Constitution," the "Statue of Liberty," the "Declaration of Independence," the "Washington

Monument," etc. After this activity is completed, students can "sign on" to the Constitution.

d. Let's create a better world. Students can describe the "world" as it now is (school, group, etc.). They can then have a project whereby they may offer to reorganize the school system or organize a new group. New rules may include issues such as:

1) How often a student may use the bathroom.

2) Who may speak out in class.

3) Who may be the first in line, etc.

Responses to these new rules may be:

1) I'm not going to play this game (dissent, revolution).

2) Negotiation—Compromising in rules, etc.

These are constitutional processes. Students then "sign on" to the Constitution.

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Section V: **Young Citizens of America Materials**

Young Citizens of America has put together the following collection of materials suitable for children ages preschool and up.

YOUNG CITIZENS OF AMERICA

Educational Materials Order Form

YOUNG CITIZENS OF AMERICA, INC.
1825 Eye Street, N.W., Suite 975
Washington, D.C. 20006
(202)785-9262

Order No: _____

Date: _____

Salesperson: _____

Sold To:

_____
_____
_____
Telephone: _____

Shipping Address:

_____
_____
_____
Telephone: _____

Date Shipped _____

Quantity	Description	Unit Price	Amount
	Constitution Corner, U.S.A., The Signing Story Coloring Book 1	$2.95	
	Constitution Corner, U.S.A., The Preamble Story Coloring Book 2	$2.95	
	I Love America YCOA Audio Cassette Tape	$7.95	
	Signers of the U.S. Constitution Finger Puppet Book	$2.95	
	Signers of the U.S. Constitution Flash Cards of the 39 Signers	$5.95	
	Preamble Brochure Information and Preamble	Free	
	United States Constitution Pocket size	.15	
	"Freedom" and/or "Liberty" Knitted hand puppets - YCOA's Mascots	$4.50 ea.	
	Young Citizens of America Memberships (yearly) **Family** **Associate (Individual)**	$25.00 $12.50	

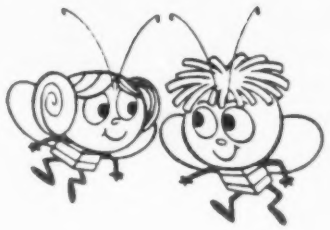
TERMS: **Check or Money Order**

Sub Total _____

Add 10% for handling and shipping _____

TOTAL AMOUNT DUE $ _____

STORYVIEWS

Honey Bees Tye  and Sy

Summer 1987

RE.: EDUCATIONAL MATERIAL ON U.S. CONSTITUTION FOR ELEMENTARY SCHOOL TEACHERS (GRADES 4 and Up)

ATT: Administrative Staff, State Bicentennial Committee on the U.S. Constitution

As Educators prepare for back-to-school and the observance of the 200th Year of the signing of the U.S. Constitution, we want to bring to your attention our book written for children (Ages 8 and Up) so that they too can participate in meaningful ways.

We are pleased that the U.S. Bicentennial Commission, Washington, DC and WE THE PEOPLE 200, Philadelphia, PA have included our book in materials compiled for Young Readers. We hope you will like our approach too.

When people in your State contact you for information on how to teach the U.S. Constitution to Elementary School children, we hope you will alert them to our book -- WE THE PEOPLE: Bits, Bytes and Highlights of the U.S. Constitution and Bill of Rights From Honey Bees Tye and Sy. Our book is new and totally original with Special Features including: Document Repros, Time Line and Fact Sheet.

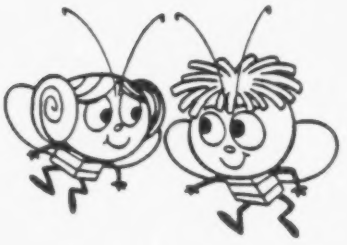
For Educators, enclosed please find our Book Order Form and note that with each order, we offer a free Activity Sheet based on our book for use in class instruction (See Sample).

Thank you for your assistance in passing this information on to those interested in teaching the U.S. Constitution in the Elementary grade levels. It may also interest you to know that Teachers have welcomed our book as a quick "refresher" for preparing for this very special event.

Ms. Heidi Wolf, Director
National Education Services
(212) 986-1160

P.S. Our Educator's Discount also applies to Civic Groups and Public Interest Groups.

STORYVIEWS

Honey Bees Tye  and Sy

ACTIVITY SHEET Skill: Comprehension

THE U.S. CONSTITUTION AND WE THE PEOPLE

Name_____ Age_____ Grade_____ Date_____

Read the book WE THE PEOPLE: Bits, Bytes and Highlights of the U.S. Constitution and Bill of Rights From Honey Bees Tye and Sy.

Now circle the letter which best answers the questions.

1. When did the Constitutional Convention take place?
   (a) Summer-Fall 1775 (b) Summer-Fall 1787 (c) Summer-Fall 1786
2. Where was the Constitutional Convention held?
   (a) Philadelphia, PA (b) Washington, DC (c) New York City
3. Who was the Leader of the Constitutional Convention?
   (a) Ben Franklin (b) Alexander Hamilton (c) George Washington
4. Delegates were sent to attend the Constitutional Convention by what authority?
   (a) The President (b) The States (c) Their own choice
5. How many delegates actually showed up at the Constitutional Convention?
   (a) 55 (b) 74 (c) 39
6. What was the result of the Constitutional Convention?
   (a) The Bill of Rights (b) The U.S. Constitution (c) The Declaration of Independence
7. What is the "miracle" of the U. S. Constitution?
   (a) It's the birth of the U.S.A. (b) It's in the National Archives (c) It Works!

Answers: b; a; c; b; a; b; c.

S T O R Y V I E W S

BOOK ORDER FORM

SERIES	QUANTITY ORDERED	DESCRIPTION OF BOOK	AMOUNT
Liberty Series	#	**WE THE PEOPLE: Bits, Bytes and Highlights of the U.S. Constitution and Bill of Rights From Honey Bees Tye and Sy.** By DMH Wolf. Illustrated 32-pages ISBN# 0-9617057-1-X (Ages 8 and Up); @ $4.95	$

* EDUCATOR'S DISCOUNT
10-24 books ...25%
25-64 books ...27%
75-99 books ...28%

** If applicable

*** 50% freight paid at book rate with 25-book minimum order

Amount Ordered	$_____
Deduct ___% Discount *	_____
Add ___% Sales Tax **	_____
Add Shipping/Handling ***	_____
Total Amount of Order	$_____

FILL OUT ORDER AND SEND TO — STORYVIEWS

136 East 55th ST.
New York, NY 10022
(212) 986-1160

Date _____

☐ YES, with my Order I want to receive a *free* WE THE PEOPLE Activity Sheet for use in the classroom;

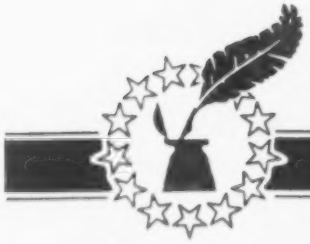
_____ Purchase Order Number: To ensure *fast* service, if you use your own order form, please attach to this form.

SHIP ORDER TO —
NAME _____
Please Print
SCHOOL _____
ADDRESS _____
_____
City/Town State ZIP
TELEPHONE Area Code ( ) _____
ORDERED PER _____
POSITION _____
SIGNATURE _____

SEND BILL TO —
NAME _____
Please Print
SCHOOL _____
ADDRESS _____
_____
City/Town State ZIP
TELEPHONE Area Code ( ) _____

For STORYVIEWS Office Use:
Received By —
Date Received —
Action Taken —

Section VII: **Additional Resources for Teaching the Constitution in Elementary Schools (from Project '87)**



Project'87

The American Constitutional Bicentennial

1527 New Hampshire Avenue, N.W., Washington, D.C. 20036, (AC 202) 483-2512

TO WHOM IT MAY CONCERN:

Thank you for your interest in Project '87. The following list should prove useful in your attempt to locate materials available for elementary school students.

.Betty Debnam, Box 24110, Washington, D.C. 20024. Ms. Debnam prepares a "mini page" for newspapers across the country and has published a series of issues on the Constitutional Convention. Current and future issues of the "mini page" are devoted to explaining the text of the Constitution.

.Newspaper in Education, The Indianapolis Star-The Indianapolis News, P.O. Box 145, Indianapolis, IN 46206-0145. A Salute to Our Constitution and the Bill of Rights. These manuals for teaching the Constitution to elementary students are the result of a joint project of Indiana Law Related Education and Indianapolis Newspapers, Inc., Newspaper in Education program. Two levels are available: Grades 1-3 and Grades 4-6. Each book is divided into two sections.

.Commission on the Bicentennial of the U.S. Constitution, Education Division, 736 Jackson Place NW, Washington, DC 20503

.Helping Children to Understand the United States Constitution
Produced in association with World Book, American Bar Association, Special Committee on Youth Education for Citizenship, American Bar Association, 750 North Lake Shore Drive, Chicago, IL 60611

.The U.S. Constitution Bicentennial: a WE THE PEOPLE Resource Book. The American Bar Association, 750 North Lake Shore Drive, Chicago, IL 60611,(312) 988-6400, and the American Library Association, 50 East Huron Street, Chicago, IL 60611 will be able to provide you with additional information on this resource book.

If we can be of further assistance, please don't hesitate to contact us.

Section VIII: A Bibliography for the Elementary Grades

Fairfax County's Department of Instructional Services compiled the following bibliography for use in elementary schools.

BICENTENNIAL OF THE CONSTITUTION

BOOKS FOR THE ELEMENTARY GRADES

The following books for the elementary grade levels were in print and available for purchase as of November 1986.

Addy. We Didn't Mean To. Milwaukee, Wisconsin, Raintree Publications, 1980, $14.25.

This book describes the rights and responsibilities of members of a family and of a community in story form. Appropriate for grades 1 through 3.

Commager, Henry Steele. The Great Constitution: A Book for Young Americans. Indianapolis, Bobbs-Merrill, 1961, $7.50.

This book uses primary source documents to describe the process of drafting the Constitution. Appropriate for grades 5 and 6.

Debnam, Betty, ed. Mini Page Constitution Series. Kansas City, Missouri, Universal Press Syndicate, 1986, $2.

The Mini-Page is a nationally syndicated newspaper insert which appears weekly in the Washington Post. Articles from the Mini-Page Constitution Series are published monthly. A set of the first six issues in this series is available for $1.25 plus 75 cents postage, from Mini-Page Constitution Series, P.O. Box 419150, Kansas City, Missouri 64141. Appropriate for grades 2 through 6.

Greene, Carol. Congress. Chicago, Illinois, Children's Press, 1985, $11.25.

This book, from "A New True Book" series, contains text in large print using simple sentences. It is illustrated with black and white and color photographs. Appropriate for grades 3 through 5.

Greene, Carol. The Supreme Court. Chicago, Illinois, Children's Press, 1985, $11.15.

This book, from "A New True Book" series, contains text in large print using simple sentences. It is illustrated with black and white and color photographs. Appropriate for grades 3 through 5.

Hargrove, Jim. Thomas Jefferson. Chicago, Illinois, Children's Press, 1986, $10.95.

This book, from the "Encyclopedia of Presidents" series, contains a great deal of information about Thomas Jefferson's life. Appropriate for grades 3 through 5.

Kent, Zachary. George Washington. Chicago, Illinois, Children's Press, 1986, $10.95.

This book, from the "Encyclopedia of Presidents" series, contains a great deal of information about George Washington's life. It is illustrated with black and white reproductions of primary source documents. Appropriate for grades 3 through 6.

Morris, Richard B. The Constitution. Minneapolis, Lerner Publications Co., 1985, revised, $8.95.

This book describes the Constitutional Convention and the necessity for the development of the Constitution. Appropriate for grades 3 through 5.

Peterson, Helen Stone. The Making of the United States Constitution. Champaign, Illinois, Garrard Publishing Company, 1974, $7.12.

This book describes how and why the Constitution was written. Appropriate for grades 4 through 6.

Prolman, Marilyn. The Story of the Constitution. Chicago, Illinois, Children's Press, 1969, $9.95.

This book, part of the "Cornerstones of Freedom" series, describes the making of the Constitution, key figures involved, and the meaning of the various Articles. Appropriate for grades 5 through 6.

Quigley. Do I Have To? Milwaukee, Wisconsin, Raintree Publications, 1980, $14.25.

This book discusses the rights and responsibilities of members of the community, particularly in relation to vandalism. The topic is presented in story form. Appropriate for grades 1 through 3.

Stein, R. Conrad. The Story of the Powers of Congress. Chicago, Illinois, Children's Press, 1985, $9.95.

This book, part of the "Cornerstones of Freedom" series, describes the powers of Congress using key events in history. Appropriate for grades 5 and 6.

Stein, R. Conrad. The Story of the Powers of the President Chicago, Illinois, Children's Press, 1985, $9.95.

This book, part of the "Cornerstones of Freedom" series, describes the powers of the President by discussing the actions of various Presidents of the United States during key events in history. Appropriate for grades 5 and 6.

TEACHER RESOURCES

Stinebrickner, Bruce. ed. Annual Editions: American Government. New York, Dushkin Publishing, 1985, $8.95.

A collections of articles from various journals and periodicals. Articles are divided into four major areas: foundation, structure, process, and products of American government and politics.

USA Freedom. Washington D.C., USA Today Newspaper. 1986, $.50 for USA Freedom and copy of USA Today.

This special issue of USA Today reports on the signing of the Constitution. USA Freedom is written as it might have been in 1787. Also featured are articles on the three branches of government, interviews with students, and USA Today's famous graphics. To purchase USA Freedom, you must also purchase a copy of USA Today at a cost of 50 cents for both. A teacher's guide accompanies each order. Order from: Denise Restauri, USA Today, 7425 Boston Blvd., Springfield, Virginia 22153

Section IX. **Art Work & Bulletin Board Ideas (produced by the national Commission on the Bicentennial of the United States Constitution)**

We the People of the United States

Art Work & Bulletin Board Ideas

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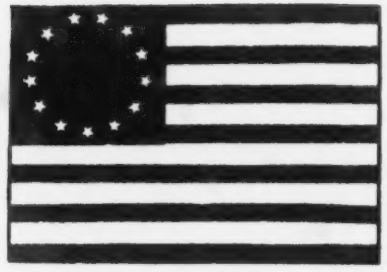
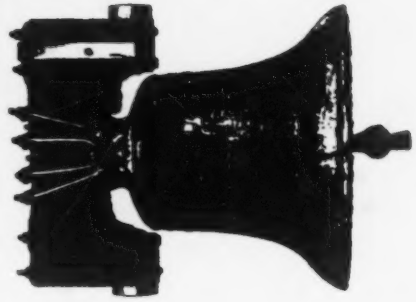
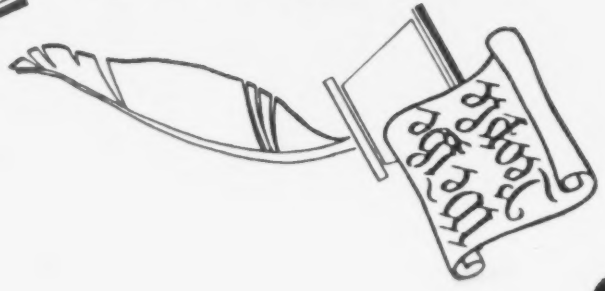


Happy Birthday





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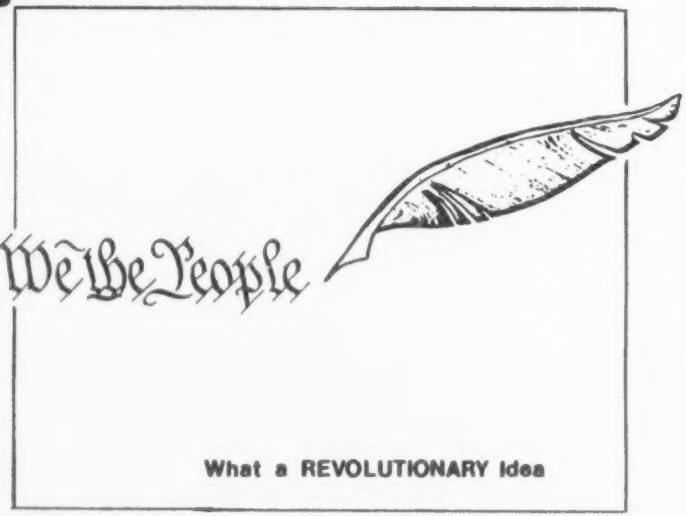

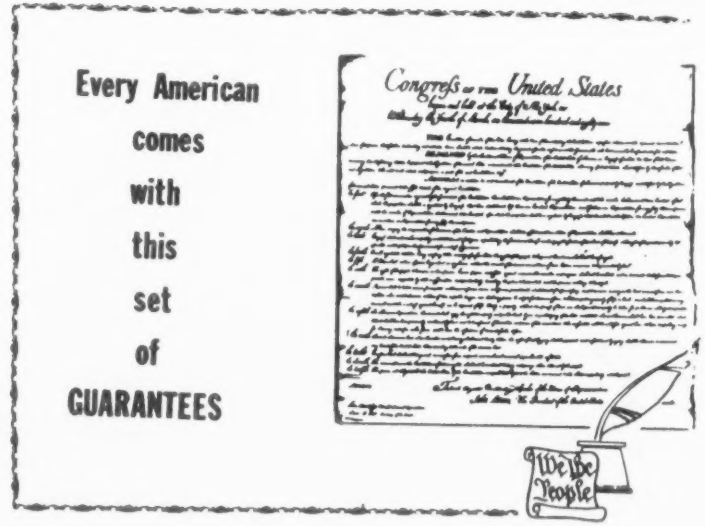

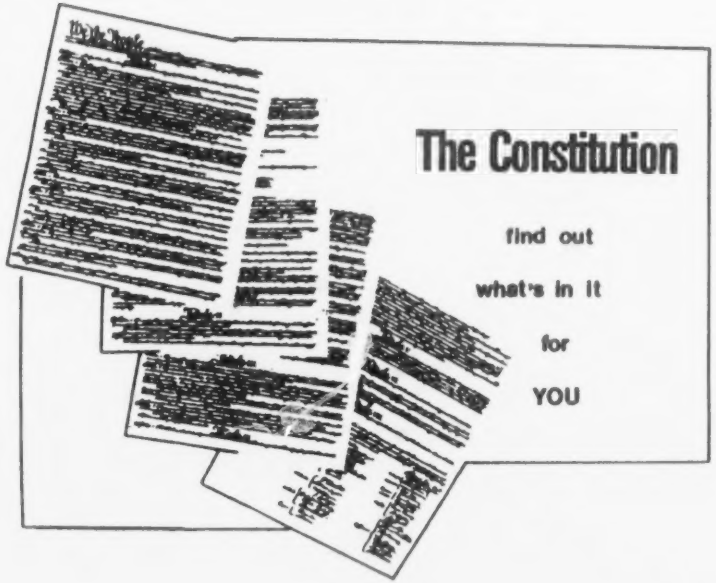

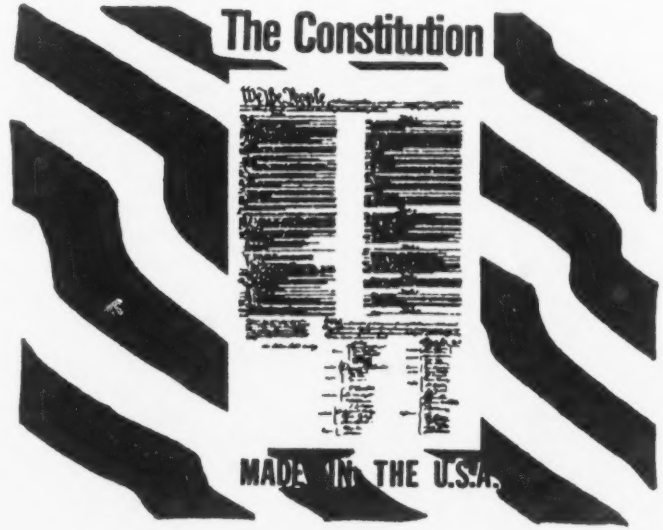

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Section X: **Virginia Bicentennial Commission Resources**

1. Ideas Booklet I
2. Virginia Independent, Virginia Bicentennial Commission's newsletter
3. The Virginia Bicentennial Commission's 1986 Report to the Governor and General Assembly
4. *The Writing of the Constitution of the United States* by Walter Berns
5. *Music for the Bicentennial: A Bibliographic Selection*
6. Virginia Bicentennial lapel pins
7. Facsimile of the original Constitution and Bill of Rights
8. *U.S.A. Freedom,* from U.S.A. TODAY (special supplement)
9. University of Virginia *Alumni News*, Jan.–Feb. 1987
10. *The Constitution: It Has Virginia Written All Over It* banners—available for a fee of $50
11. Virginia Bicentennial Commission's 1988 Calendar
12. Reprint of *Wilson Quarterly* article on James Madison by A. E. Dick Howard
13. *We the People*, a play by Elizabeth Langhorne
14. *Conventional Wisdom*, a play by Peter Ryan
15. Pocket-sized Constitutions
16. *Books about Our Constitution and America's Heritage,* a selection of publications from the federal Superintendent of Documents
17. *The Quarterly,* the quarterly newsletter of the Teacher Resource Service
18. *Celebrating the Constitution: An Interdisciplinary Approach,* a selection of bicentennial teaching ideas for high school teachers

19. 1987 Research report: *Results of a Benchmark State-wide survey Among Virginians About Virginia's Role in the Development of the U.S. Constitution*

21. Virginia Bar Association speakers bureau

22. Bibliography for elementary school teachers

Federal Commission Publications

23. Federal Commission calendar

24. Federal Commission newsletter, May, 1986

25. First full year's report of the Federal Commission, *Preparation for a Commemoration*

26. Federal Commission *Update*: *Constitution Day: How to Celebrate?*

27. *Plant a Living Legacy* brochure

28. *Celebrating Our Constitution,* a summary of selected programs of state and local bicentennial commissions

29. *Guide to Celebrating the Bicentennial of the U.S. Constitution*

30. Federal Commission's speakers bureau

31. Applications to become a bicentennial community.

Court Days Forums on Videocassette

Title of Forum	Location and Date
1. *The Constitution as Symbol and Substance: What Does Constitutionalism Mean?*	Williamsburg February 28, 1984
2. *Religion and the Constitution: How High Is the Wall of Separation?* July 14, 1984	Orange County
3. *Democratic Representation Under the Constitution: Where Do Political Parties Fit In?*	Loudoun County September 12, 1984
4. *Courts and the Constitution: Toward an Imperial Judiciary?*	Richmond October 9, 1984
5. *Federalism and the American Constitution: Whither the American States?*	Danville January 23, 1985

6. *The Philosophical Roots of the Constitution: Liberty or Equality?*	Charlottesville April 9, 1985
7. *Coal and the Constitution: The Federal Government and Interstate Commerce*	Wise County April 16, 1985
8. *Technology and Government: Can the Constitution Survive in the Modern Age?*	Augusta County May 7, 1985
9. *Conflicting Rights Under the Constitution: A Free Press Versus a Fair Trial*	Hanover County June 16, 1985
10. *Suffrage and the Constitution: The Future of Voting Rights in Virginia*	Roanoke September 5, 1985
11. *Schools and the Constitution: The Dimensions of the Right to Education*	Hampton September 17, 1985
12. *Changing the Constitution: A New Convention?*	Westmoreland December 11, 1985,
13. *The Constitution and the Executive Establishment: An Imperial Bureaucracy?*	Alexandria February 18, 1986
14. *Democracy and the Constitution: Is the Congress Representative?*	Winchester April 16, 1986
15. *Foreign Policy Under the Constitution: Should the President's Powers Be Curbed?*	Fredricksburg May 7, 1986
16. *Federalism and the Constitution: Interstate Cooperation and Conflict*	Bristol June 18, 1986
17. *The Constitution and the World Economy: How Does the Constitution Affect World Trade?*	Norfolk July 16, 1986
18. *Unenumerated Rights Under the Constitution: Is There a Right to Privacy?*	Petersburg September 24, 1986
19. *State Constitutions and The U.S. Constitution: Should State Judges Become 'Judicial Activists'?*	Henrico County October 20, 1986
20. *Capitalism and the Constitution: A Marriage of Convience and Necessity?*	Lynchburg October 29, 1986

***Background articles on these issues are available